

**Implementation**

**Plan**

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# 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 topkit community of practice
4. What is the **QTMFD**? Quality transformation model for faculty development
5. How many faculty development model examples are provided in the toolkit? 7
6. What is the most recently added **Topic** in the **Community of Practice**? Showcasing synchronous communication online course map
7. True or False: TOPkit is exclusive to Florida educators. false
8. What are the similarities between the Sample Course and Sample Course Lite? Facilitated downloadable, based on IDL6543 similar content



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|       |
| **Faculty Development Models** | **Checklists & Rubrics** | **Sources of Data on Your Campus** | **Ask ADDIE** | topic |
| **Decision Guide** | Sample course | **Tips & Guidance** | **Share an Effective Practice** | **Journals** |
|  | **Tools, Techniques, & Strategies** |  | Topical discussion | **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.* Reconsider our events to always include activities
* Strategic plan
* Create a topkit profile
 |

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:* Review and participate in discussions more actively
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*
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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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **C2:** **Enablers of transformation. Core elements for enabling transformation** | **Strengths** | **Weaknesses** | **Opportunities** | **Threats** |
| **Engagement** | Working on being involved in partnerships across campus | New office, little awareness of us as a resource or us as an entity. | Partnerships, Deans and chairs | Silos, separation |
| **Technology**  | Awareness and competencies in most areas Using technology to bring awareness to our office | Not our area, tread carefullyLacking in expertise in areas that would benefit marketing our office | Find ways of assisting with technology | Keeping up with new technology as a small staff |
| **Assessment**  | Using surveys to continuously to make improvementsCourse assessment may become a bigger part of our goal | Need greater level of expertise in data analysis. Data is great but not useful if it is not transformed into usable info | Using collected datas to generate usable information | Limited staff |
| **Mentoring**  | We do have a core of faculty interested in excellence in teaching ADTS, We hope to develop a core group of faculty champions and our FYFTA graduates may be “harvested” for interest in mentoring new faculty. We have a consultation process in place but it is not well marketed and lack central appeal. | Lack in resources. Being able to financially compensate faculty for contributions. Or providing some form of prestige or reward. Developing a consistent, mentoring approach that models good formative mentoring practices | Using the energy of faculty such as ADTS Champions, FYFTA graduates | Lack of support, limited staff, harnessing existing enthusiasm |
| **Community of Practice**  | Developing faculty learning communities and SoTL as well as mentorship opportunities | Buy in, participation despite busy schedules | Publishing and research based on teaching |  |
| **Online Pedagogy**  | Greater standards established | Some faculty reluctant to consider online pedagogy as an valid and rigorous method. | UDL, design for all learners |  |

**QUALITY TRANSFORMATION MODEL SWOT ANALYSIS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **C3: Supporting agents for ongoing Transformation** | **Strengths** | **Weaknesses** | **Opportunities** | **Threats** |
| **Motivation**  | Partnership with ADTS 1 session a month with a passport calendar that results in a badgeUDL design course seed money with CALS Challenge  | Resources are limited | Enthusiasm to move forward |  |
| **Scoping for Sustainability**  | Creating and effectively maintaining resources for the teach.ufl.edu and developing an awareness campaign | As a newer office awareness of our offerings is still no wide spread. | Multiple campus groups want to partner. Capitalizing on those partnership opportunities. | Insufficient support to create usable materials |
| **Institutional Culture**  | UF Online provides leadership for online course development. | Decentralized support for online course development makes it difficult for faculty to know where to turn. | Online development units are generally happy to share resources and strategies when opportunities to do so present themselves. | Limited resources are stretched thin across campus-wide needs. |
| **Quality Framework**  | UFSME our standards modeled on QA | Course review are time consuming | Possible use of new technology to simplify the process | Need to have enough volunteers  |
| **Modality**  | Many services and resources are offered in various mediums | Older materials need to be revised and new materials created | Making newer materials available and providing an opportunity to use new tools. | New tools and licenses. |
| **Audience**  | Full time faculty, lecturers, and TAs | Faculty is spread across multiple units of campus | Multiple users means varied shared practices | Multiple challenges including coordinating efforts |
| **Ownership**  | FDTE | Centralization is not in effect therefore repeated efforts occur. | Partnering with other units will allow us to be more effective and produce better materials | Multiple challenges including coordinating efforts |
| **Flexibility**  | We accommodate the needs of various departments | Limited staff, 3 FDTE members for campus wide effort | Use faculty experts to explore the needs of departments | Multiple challenges including coordinating efforts |
| **Collaborative partnerships**  | SFC, ADTS, Champions, FYFTA, Colleges and departments,  | Decentralized, organization, limited staff, lack of existing infrastructure | The lack of existing partnerships and collaborations leaves the door wide open for new partnerships and collaborations | No centralized driving force, loss of momentum, leadership, compensation. |

**QUALITY TRANSFORMATION MODEL SWOT ANALYSIS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **C4=Evaluation and feedback for transformation** | **Strengths** | **Weaknesses** | **Opportunities** | **Threats** |
| **Professional Development** | Multiple resources that can be gathered under one roof, different, institutional support | Size and decentralization of campus resources and officesLimited resources for  | New program development | Busy faculty and IDs  |
| **Program Review** | Our office considers it essential to review programs as they run, At this point it is also important to develop a plan to strategically develop our programs | Limited resources | The ability to run new programs pilots | Need to review this process and enlist experts |
| **Research** | Using survey and data, pilot program, SoLT | Research on teaching not always considered as research | Changing the view and culture | Unit may cease to run |
| **Participant Feedback** | Having a positive relationships with participants allows us to ask for honest feedback | Need to develop a better process to gather feedback in timely fashion. A structure that is in place. | Build a more structured system | Need to research and gather expert suggestions to do this better |
| **Accreditation Framework**  | Already in existence | May not be most effective | Redesign the way we approach this overall  | Needs time |
| **Professional Development**  | In development |  |  |  |

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| **Planning: Faculty Development Models & Decision Guide**Action Items:* Complete the charts
* Consider online research and fusing and potential
* Talk with Jennifer about proposed topics
 |

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 Institute, How to be a great online TA, Creative Video Workshop, FYFTA ID course development, UFSME, Course Review
2. What are your professional development goals?
	1. Short term goals? Redesign Faculty Institute, build How to teach a great online course, Use data to Update FYFTA
	2. Long term goals?
3. Will you offer a course or more of a modular training? Modular training
4. Duration: How long will/can course be? Short
5. Modality: Will the course be delivered on the Web? Blended? Face-to-face? Web and blended
6. Enrollment: Process? Participant numbers? 26
7. Space/Location Capacity?
8. When/How often will it be offered? NA
9. Will you create development courses for participants to work in? yes
10. Will you offer instructional design consultations? When will these occur? Every other week
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? Most modules are available online and are updatable as need be.

**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:

### Course Outline Alexandra Bitton

University of Florida

# 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 Institute, How to be a great online TA, Creative Video Workshop, FYFTA ID course development, UFSME, Course Review
2. What are your professional development goals?
	1. Short term goals? Redesign Faculty Institute, build How to teach a great online course, Use data to Update FYFTA
	2. Long term goals? Develop sustainable programs that will help faculty develop effective teaching practices, participate in Research of teaching and learning in their respective fields, contribute to peers and institution, add to teaching portfolios
3. Will you offer a course or more of a modular training? Modular training
4. Duration: How long will/can course be? Short
5. Modality: Will the course be delivered on the Web? Blended? Face-to-face? Web and blended
6. Enrollment: Process? Participant numbers? 26
7. Space/Location Capacity?
8. When/How often will it be offered? NA
9. Will you create development courses for participants to work in? yes
10. Will you offer instructional design consultations? When will these occur? Every other week
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? Most modules are available online and are updatable as need be.

# Professional Development Course Outline:

## List Course Goals and Objectives:

* 1. Identify teaching practices that promote student learning
	2. Develop the architecture and outline for your course
	3. Align course goals, objectives, materials, and assessments
	4. Identify potential teaching challenges and resources that can provide the best support to meet these challenges
	5. Identify materials that demonstrate excellence in teaching in your field

Course Outline
Note: A sample outline, from the TOPkit Sample Course Lite, is provided below. Feel free to modify it or delete and start from scratch. It is based on a five-week professional development offering.

|  |  |  |  |
| --- | --- | --- | --- |
| Module | Content | Secondary topics | Activities |
| Intro | Welcome |  | Getting Started QuizGetting Started Discussion |
| 1 | Online Course Design & Set Up |  |  |
| 2 | Practice 1: Quality interaction between students and teachers | Effective course communication | Provide a quick welcome video announcement for your students. |
| 3 | Practice 2: Reciprocity and cooperation among students | Manage and facilitate groups | Identify the best communication method for the following scenarios (matching quiz?) |
| 4 | Practice 3: Active Learning | Brief discussion of why this is important. Bloom's Taxonomy | Design an active learning activity and the accompanying rubric. Include peer review in the activity design. |
| 5 | Practice 4: Creative Assessment and prompt feedback | Designing assessment that align with your objectives and that are creativeGrading rubrics and SpeedGrader | Design an assessment that goes beyond multiple choice and provide the rubric and discussion based on case for academic integrity |
| 6 | Practice 5: Emphasize time on task and academic integrity | Study tips, announcements, analyticsProvide guidelines and information on academic integrity at UF Proctor U, Proctor Free… | Select the best feedback options quiz or provide feedback for sample assignments |
| 7 | Practice 6 & 7: Communicate high expectations & Respect diverse talents and ways of learning | Clarify assignment instructions, Providing encouragement, inclusive environment, how to address interpersonal challenges | Discussion: Provide a few examples of a teaching challenges and possible responses, solutions (based on materials from Tianna, Kevin, Consuelo, and MESSAGE) |
| 8 | Practice 8: Expertise in subject and teaching | Review teaching practices, request feedback from supervising instructor | Provide assistance on developing materials for portfolio |
| 9 | Useful Tips and Resources and wrap-ups  | Certificate of completion | NA |

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

How will you evaluate the effectiveness of the course?

Pre and post survey, each module’s activity should provide usable materials or skills and a practice opportunity for those. For instance, prompt “STAR” feedback provide two opportunities to practice giving feedback. Assess and provide suggestions on feedback.

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

How will you evaluate the effectiveness of the course?

Pre and post survey, each module’s activity should provide usable materials or skills and a practice opportunity for those. For instance, prompt “STAR” feedback provide two opportunities to practice giving feedback. Assess and provide suggestions on feedback.

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| **Development: Sample Course**Action Items:* Strategize on plan
*
*
 |

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[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 institute,
* Offer professional development
* Money financial incentives
* Provide portfolio development assistance
* OEEA or other awards, equipment and materials

##### Implementation needs:

* Scarcity of faculty and adjuncts often trumps quality
* Lack of accountability
* Buy in
* Provide greater information about expectations and requirements
* Creating a a system of accountability
* Develop a culture of change use symbolic leadership to influence buy in

##### Future Improvements:

* Creating faculty mentorship programs allowing faculty who complete the training to be mentors or nominated to specific groups
* Helping faculty to use their new found expertise in teaching to become part of their research. Fostering a culture of Research in teaching and learning
* Developing faculty learning communities focused on research and teaching allowing specifically new faculty to feel a part of a community and reducing isolation

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

##### Current usage:

* Incentivizing faculty
* Lack of faculty involvement which creates separation and isolation and ultimately division.
* Involving faculty as mentors and facilitators which breaks down the us v. them mentality
* Involves in decisions and implementation
* Involved as developer and delivers of faculty development as faculty experts who do a great job and present. Using a combination of ID and faculty to present both the practice and technology
* Faculty as audience delivering in a way that is flexible and meets the needs of faculty recordings, webinars, live, available at various times
* Faculty advisory board

##### Implementation needs:

* Set expectations ahead of time that PD be an intrinsic part of employment then it becomes natural and participation is more likely

##### Future Improvements:

Developing these mentorship programs, FLCs and SoTL

#### Use Techniques that Complement the Adult Learner

##### Current usage:

* Faculty mentors
* FLCs
* Research of teaching and learning
* Online and in person
* Requirement and structure to what is required

##### Implementation needs:

* Demands on time are challenging and this work needs to be flexible
* Issues in attitude which impede an understanding of the value of training

##### Future Improvements:

Using adult learning theories as backbone of PD development

#### Provide Instruction in the Required Technologies

##### Current usage:

* Committee lead by HR require faculty to train in accessibility and onboarding Admin, IT, Faculty,
* Institutional support is required

##### Implementation needs and ***Future Improvements:***

* Faculty lead committee or senate group
* Three week training and six week trainings that upon completion provide certification
* Leadership from HR or Admin
* Canvas commons six week accessibility course Cathleen Stone

#### Foster Continuous Improvement through Ongoing Assessment

##### Current usage:

Survey as an effective way of assessing training. Completed immediately following training/PD and A year later to track the attitude and progress.

Yearly event to see what others are doing, shared celebration of accomplishments

Self-review to kickoff peer review process

Challenges are staffing or lack of staff and changes in technology

Using vendor provided materials

Badges certification

Continuous improvement measures

Feedback built in to PD

Fostering continuous improvement and faculty development and among faculty

##### Implementation needs:

Faculty buy in requires time and effort

Negativity in regards to assessment or review most faculty are concerned and do not particularly care for evaluation

Finding time to complete assessment

##### Future Improvements:

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

Please help us improve this workshop for next year by completing this section of the
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## 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 Workshop Online Program Checklist

### Instructions:

# UF Standards and Markers of Excellence

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Number** |  | **Instructor Name** |  | **Review Term** |  |
| **Course Title** |  | **Course URL** |  | **Review Section Number(s)** |  |

**Instructor:** Point out elements that work well in addition to areas where feedback or suggestions would be helpful. It is not necessary to respond to every item. If an item does not apply to your discipline or course, please provide a short explanation. View the [Quick Guides](http://teach.ufl.edu/uf-standards-and-markers-of-excellence/) for clarification and examples for each category. **IMPORTANT: Provide URL links to an example of the course item from the term being reviewed**.

**QA Reviewer:** Rating Scale 0 = Absent, 1 = Included/Needs Improvement, 2 = Included/Satisfactory

Instructor: I give permission for two Quality Assurance Committee members to access course: ABC1234 term: Spring, 2016 as non-grading TAs for the purpose of course review. Yes No

|  | **Standard** | **Design Unit Comments** | **Instructor Comments** | **QA Reviewer Comments** | **Rating** |
| --- | --- | --- | --- | --- | --- |
| 1 | Course Content |  |  |  |  |
| 1.1 | A welcome message from instructor (text, audio, or video) describes and outlines the course. |  |  |  |  |
| 1.2 | Course goals, policies and deadlines are clearly stated. |  |  |  |  |
| 1.3 | Students engage with course content in a variety of ways (e.g., projects, discussions, small groups, etc.) |  |  |  |  |
| 1.4 | The course contains focused, interesting lectures/presentations and high quality materials. (Examples include integrated quizzes, interviews and virtual field trips.) |  |  |  |  |
| 1.5 | Presentations are divided into segments with a target length of 4 - 10 minutes. |  |  |  |  |
| 1.6 | All resources and course materials contain proper citation clarifying copyright and permissions. (See [UF Libraries Resources](http://digital.uflib.ufl.edu/procedures/copyright/)) |  |  |  |  |
| 1.7 | A prominent introductory activity confirms student understanding of the syllabus, course requirements and required tools and technologies where appropriate. |  |  |  |  |
| 1.8 | Instructor provides optional supplemental/remedial resources for those students who may need them (e.g. as follow-up to assignment submissions.) |  |  |  |  |
| 1.9 | Syllabus, schedule and other important course documents/information are easily located. |  |  |  |  |
| 1.10 | Syllabus aligns with current [UF Syllabus Policy](http://syllabus.ufl.edu/Data/Sites/18/media/policies/syllabus-policy-current.pdf). |  |  |  |  |
| 1.11 | Course contains content that is accurate, current and functional in its presentation. |  |  |  |  |
| 1.12 | Course materials provide written definitions of activities that constitute plagiarism and/or academic misconduct and consequences of committing such behavior. |  |  |  |  |
| 2 | Instructional Methods |  |  |  |  |
| 2.1 | Learning objectives are SMART (specific, measurable, achievable, realistic, and time sensitive) and align with course goals. |  |  |  |  |
| 2.2 | Assessments, learning activities, resources and course materials align with the learning objectives. |  |  |  |  |
| 2.3 | Expectations and requirements for student professionalism and respectful communication are clearly provided in the syllabus or introductory materials. |  |  |  |  |
| 2.4 | Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and skills. |  |  |  |  |
| 2.5 | Assignments and assessments encourage students to demonstrate a level of knowledge and/or skills appropriate to the course goals. |  |  |  |  |
| 2.6 | Team-based projects or activities, peer-review, and/or self-assessment are part of the course. |  |  |  |  |
| 2.7 | Students are given the opportunity to relate personal experiences and apply their background knowledge/skills to the coursework. |  |  |  |  |
| 2.8 | When synchronous sessions are included, reasonable accommodations will be made for students who cannot participate. |  |  |  |  |
| 2.9 | Clear scoring criteria align with assignment instructions and are shared with students in advance of assignments. |  |  |  |  |
| 3 | Communication & Interaction |  |  |  |  |
| 3.1 | Participation expectations are explicit and easy to find. |  |  |  |  |
| 3.2 | Students receive feedback regularly, and in sufficient time to support improvement in subsequent assignments. |  |  |  |  |
| 3.3 | Multiple and varied (including non-text options such as audio, images and videos) student-faculty and student-student interactions are incorporated and to the extent possible, encouraged within course communication and activities. |  |  |  |  |
| 3.4 | Instructor requests student feedback on the course (assignments, materials and/or presentations.) |  |  |  |  |
| 3.5 | Timeframe for instructor responses to student inquiries is explicit and easy to find. (Note: Recommended within 24 hours during the work week and 48 hours on weekends.) |  |  |  |  |
| 3.6 | Instructor provides links to tutorials/information on how students can become successful online learners. |  |  |  |  |
| 3.7 | Instructor demonstrates ongoing changes and improvements based on constructive student feedback provided in current or previous term. |  | *Instructor: Briefly describe feedback and subsequent improvements. Provide links to examples and announcements.* |  |  |
| 3.8 | The instructor is visibly present throughout the course via frequent text, audio and/or visual communications. |  |  |  |  |
| 3.9 | Instructor takes steps to protect students' education records/privacy rights in accordance with [university policy](https://catalog.ufl.edu/ugrad/current/regulations/info/student-ferpa-rights.aspx). |  |  |  |  |
| 4 | Technology |  |  |  |  |
| 4.1 | Requirements and expectations of technology use are clearly stated. |  |  |  |  |
| 4.2 | Tutorials, practice, and/or support resources are provided and conveniently located for use of the LMS and any specialized technologies. |  |  |  |  |
| 4.3 | Provisions are in place to allow for potential failures of technology, and are clearly expressed to students. |  |  |  |  |
| 4.4 | Course technology tools and media are functional using modern web browsers. (Note: Recommend providing information on the length of any time-based media such as audio or video.) |  |  |  |  |
| 4.5 | Any single assessment that comprises 15% or more of the total grade uses appropriate security measures such as plagiarism detection and/or proctoring services. |  |  |  |  |
| 4.6 | Media located outside of the UF LMS is accessible, cross-platform, mobile-compatible and is available in both streaming and downloadable formats (where possible.) |  |  |  |  |
| 5 | Course Accessibility, Design & Organization |  |  |  |  |
| 5.1 | Students are presented with an obvious starting point and clear directions on how to navigate the course. |  |  |  |  |
| 5.2 | Course organization and navigation is logical and consistent throughout the course. |  |  |  |  |
| 5.3 | Course uses headings, subheadings and lists to organize document structure. (See the [Quick Guide to Online Course Accessibility](http://teach.ufl.edu/uf-standards-and-markers-of-excellence/))  |  |  |  |  |
| 5.4 | Color alone is not used to convey meaning in the course website. |  |  |  |  |
| 5.5 | The text of images' "ALT tag" accurately and succinctly describes each image. ([See the Quick Guide to Online Course Accessibility](http://teach.ufl.edu/uf-standards-and-markers-of-excellence/)) |  |  |  |  |
| 5.6 | Font and background colors within course website and presentations are contrasted for easy readability (as defined by [web accessibility conventions](http://webaim.org/resources/contrastchecker/).) |  |  |  |  |
| 5.7 | All documents (if used) can be read by a screen reader (text in the document is selectable.)  |  |  |  |  |
| 5.8 | Images included in lectures are relevant and high-quality. |  |  |  |  |
| 5.9 | Course layout and visuals guide the student to focus on important concepts. |  |  |  |  |
| 5.10 | Course multimedia are Closed Captioned or a script is provided upon accommodation request through the [Disability Resource Center](https://www.dso.ufl.edu/drc/) (DRC.) |  |  |  |  |
| 6 | General Comments |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

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:

### Mission Statement Score Comments

|  |  |  |
| --- | --- | --- |
| * States the purpose of the organization.
* Is clear and concise in articulating who the organization is, what it does and whom it serves.
* Indicates that online learning is the focus of the organization.
* Demonstrates a commitment to measurable quality and accountability.
* Reflects involvement of key stakeholders.
* Is made available to the public.
* Is reviewed periodically by program leadership.
 |  |  |

### Section 2:

### Governance Score Comments

|  |  |  |
| --- | --- | --- |
| * Members are knowledgeable about online learning and/or receive appropriate training after joining the governing board.
* Supports the organization by securing necessary resources.
* Fulfills the role defined for it in the by-laws of the institution.
* Collaborates with program leadership to implement policies and procedures that are in compliance with state educational statutes and/or regional accrediting agencies.
* The legal status of the online program is clearly defined with no ambiguities in ownership, control, or responsibility.
 |  |  |

### Section 3:

### Leadership Score Comments

|  |  |  |
| --- | --- | --- |
| * Is responsible for meeting the organization’s annual goals and communicating these goals to its constituents.
* Maintains a disciplined knowledge of its future with projections of income, expense, enrollment, and trends in its educational and business environment.
* Provides a productive collaborative environment for learning and work, and the leadership necessary to plan both day-to-day operations and the long-term future of the online program.
* Verifies that measures are in place to ensure quality, integrity and validity of information.
 |  |  |

### Section 4:

### Planning Score Comments

|  |  |  |
| --- | --- | --- |
| Strategic plan:* Is developed to address 3-5 years of actions and has been approved by the program’s leadership and governance.
* Is updated on a regular basis (at least every 3-5 years) and includes historical data, baseline information, trend data, and projections, allowing data-driven decision-making.
* Addresses the requirements for resources that effectively and efficiently serve their students and faculty, including curriculum, technology, support, professional development, and fiscal viability.
* Organizational goals are aligned with the strategic plan.
	+ Are updated annually based on past year’s accomplishments.
	+ Are shared and supported throughout the organization.
 |  |  |

### Section 5:

### Organizational Staffing Score Comments

|  |  |  |
| --- | --- | --- |
| * Sufficient professional, administrative, and support staff are provided to carry out the mission and annual organizational goals.
* Ongoing training and support are provided to the staff to carry out the mission of the program.
* Clearly defined roles and responsibilities are evident to create a collegial team to assure effective delivery of quality education.
* Evaluations of staff and faculty occur on a regularly scheduled basis.
 |  |  |

### Section 6:

### Organizational Commitment Score Comments

|  |  |  |
| --- | --- | --- |
| * Activities and accomplishments of the organization are aligned to the mission statement.
* Programs that function under the authority of another educational organization have a demonstrated commitment from the parent organization to support the implementation and ongoing operation of the program.
* Sustainability of the program is articulated through strategic and operational planning and implemented through ongoing operations (e.g. commitment to sustainable funding, maintaining quality staff, and compliance with applicable educational statutes).
* Is accredited by a recognized accrediting body.
 |  |  |

### Section 7:

### Financial and Material Sources Score Comments

|  |  |  |
| --- | --- | --- |
| * Are available to assure a quality educational experience in alignment with the organization’s mission statement.
* Are managed in a responsible manner according to prescribed budget and accounting principles.
* Are allocated in support of mission statement that demonstrates sustainability over time.
 |  |  |

### Section 8:

### Equity and Access Score Comments

|  |  |  |
| --- | --- | --- |
| * Policies clearly state eligibility requirements for the program.
* Policies and practices are in place that provide accommodations for students with disabilities.
* Ensures that students have equitable access to the program consistent with its mission and purposes.
 |  |  |

### Section 9:

### Integrity and Accountability Score Comments

|  |  |  |
| --- | --- | --- |
| * The online program discloses accurate information relating to its mission, accreditation, courses and programs, services, policies, fees, recruitment processes and incentives, and other factors considered important to prospective and current students and stakeholders.
* The program results in learning appropriate to the rigor and breadth of the course, program, or diploma completion requirements.
* Is clear and coherent in its organization.
 |  |  |

### Section 10:

### Curriculum and Course Design Score Comments

|  |  |  |
| --- | --- | --- |
| * Has clearly stated and attainable educational goals.
* Is clear and coherent in its organization.
* Utilizes quality instructional materials and appropriate technology that enable and enrich student learning.
* Demonstrates rigorous course content.
* Provides for high-degree of interaction between teacher, learners, and among learners themselves.
* Embeds critical thinking, problem solving, analysis, integration, and synthesis abilities in learning activities.
* Meets requirements of appropriate state or national standards, including applicable end of course assessments.
* Meets requirements of accessibility for individuals with disabilities.
* Meets requirements of copyright and fair use.
* Is designed to accommodate different learning styles.
* Is designed with consideration for time and place limitations of students.
 |  |  |

### Section 11:

### Instruction Score Comments

|  |  |  |
| --- | --- | --- |
| * Is grounded in the program’s mission, beliefs, and expectations for student learning.
* Is supported by research and best practice.
* Is continually refined based on assessment of stakeholders’ needs.
* Is adaptable to best serve different student learning styles.
* Is sensitive to the cultural differences of students.
* Includes frequent teacher-to-student interaction and fosters frequent student-to-student interaction.
* Is sensitive to time and place limitations of students.
* Faculty hold the required state certifications.
* Faculty are trained in and demonstrate competency in online instructional methodologies and learning technologies.
* Includes a process to monitor that the work and assessments are completed by the students registered for the course.
* Informs ongoing course design and revisions.
* Measures student attainment of the course’s educational goals.
* Provides for timely and frequent feedback about student progress.
 |  |  |

### Section 12:

### Assessment of Student Performance Score Comments

|  |  |  |
| --- | --- | --- |
| * Enables students to monitor their own learning progress.
* Enables faculty to adapt their instruction to meet learner needs.
* Uses multiple methods to assess student performance.
* Assesses a variety of types of student performance.
* Uses formative assessments to inform instructional practice.
* Informs ongoing course design and revisions.
* Measures student attainment of the course’s educational goals.
* Provides for timely and frequent feedback about student progress.
 |  |  |

### Section 13:

### Faculty Support Score Comments

|  |  |  |
| --- | --- | --- |
| * Provides and encourages participation in induction and mentoring programs.
* Provides regular feedback regarding faculty performance.
* Provides a wide variety of professional development opportunities.
* Provides timely, effective technical support.
 |  |  |

### Section 14:

### Student Support Score Comments

|  |  |  |
| --- | --- | --- |
| * Provides an orientation to online learning technologies and successful online student practices.
* Provides academic and administrative services to address their academic and developmental needs.
* Provides support services for individual needs.
* Provides access to learning and assessment content,
* Instruction, technologies and resources.
* Establishes standards for teacher to student communication.
* Provides timely and meaningful assessment feedback.
* Provides timely, effective technical support.
 |  |  |

### Section 15:

### Guidance Services Score Comments

|  |  |  |
| --- | --- | --- |
| * Ensures academic advising is provided for students to meet requirements of the program and/or school.
* Provides staff training in the unique student needs of online learning.
* Provides tools and/or information to assist students in determining the appropriateness of specific courses for their academic needs.
* Understands the network of services available to support online learning.
 |  |  |

### Section 16:

### Organizational Support Score Comments

|  |  |  |
| --- | --- | --- |
| * Provides an online learning environment that is appropriately maintained, secure and is a productive and safe work environment for students and staff.
* Provides a work environment consisting of the resources, tools, and organizational policies that enables staff to implement the program’s mission, beliefs and objectives.
 |  |  |

### Section 17:

### Program Evaluation Score Comments

|  |  |  |
| --- | --- | --- |
| * Conducts ongoing internal evaluations that include regularly collecting and analyzing data based on national, state, and/or program metrics.
* Conducts ongoing internal evaluations that include using clearly articulated measures to evaluate its learners.
* Conducts ongoing internal evaluations that include determining program success by measuring student achievement and satisfaction based on valid and reliable assessment techniques.
* Conducts ongoing internal evaluations that include ensuring students participate in state or national standardized testing, as appropriate and evaluating results against state or national data.
* Conducts ongoing internal evaluations that include consistently evaluating faculty to assure instructional quality, using clear, consistent policies, measures and procedures.
* Conducts ongoing internal evaluations that include reviewing and evaluating courses to ensure quality, consistency with the curriculum, currency, and advancement of the student learning outcomes.
* Conducts periodic external evaluations that include validating internal evaluation process and results.
* Conducts periodic external evaluations that include independently assessing progress towards goals, mission and strategic plan of program.
* Conducts periodic external evaluations that include informing an improvement plan for the online program.
* Program Evaluation members communicates evaluation results to program stakeholders.
 |  |  |

### Section 18:

### Program Improvement Score Comments

|  |  |  |
| --- | --- | --- |
| * Uses strategic, long-range and operational planning and evaluation to continuously improve its educational programs and services.
* Uses data effectively to drive instructional and management decision-making.
* Is based on:
	+ Advancement of the program’s vision and mission.
	+ Student achievement.
	+ Internal and external evaluation.
	+ Current research in the relevant areas.
	+ Promising practices.
* Includes provisions for:
	+ Beta testing and peer review.
	+ Satisfaction surveys by students, faculty and schools as appropriate.
	+ Evaluation of curriculum and instruction as it relates to student achievement.
	+ Regular online teacher performance evaluations.
	+ Reviewing and updating policies and procedures.
	+ Reviewing appropriateness, effectiveness and quality of teaching and learning technologies.
	+ Regular online course reviews.
 |  |  |

Adapted from:

* National Standards for Quality Online Learning.
<http://www.inacol.org/wp-content/uploads/2015/02/national-standards-for-quality-online-programs.pdf>
* [OLC Quality Scorecard:](http://onlinelearningconsortium.org/consult/quality-scorecard/) Criteria for Excellence in the Administration of Online Programs.
<http://onlinelearningconsortium.org/consult/quality-scorecard/>

TOPkit Workshop 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. |  |  |
| The course has an explicit structure and pace. |  |  |
| 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
 |  |  |
| Students are offered the opportunity to meet the instructor (e.g., introduction video, written instructor bio). |  |  |
| Online etiquette (“netiquette”) expectations for course communication are clearly stated (e.g., discussion boards, email, chat, web conference). |  |  |
| Expectations for instructor response time and feedback are clearly stated (e.g., questions, email, assignment feedback). |  |  |
| Information about academic integrity/honesty (UCF Golden Rule), campus policies, and FERPA are provided.  |  |  |
| A notification for students with disabilities to connect with UCF’s Office of Student Accessibility Services is provided. |  |  |

### Section 2:

### Course Overview and Introduction Score Comments

|  |  |  |
| --- | --- | --- |
| Course objectives and/or goals are measurable and clearly stated.  |  |  |
| Course objectives and/or goals are aligned with learning activities.  |  |  |
| Module objectives and/or goals are measurable and clearly stated.  |  |  |
| Module objectives are aligned with learning activities.  |  |  |
| Multiple methods and opportunities for students to demonstrate learning are offered. |  |  |
| Grading criteria for each learning activity is described (e.g. rubrics). |  |  |

### Section 3:

### Course Content Score Comments

|  |  |  |
| --- | --- | --- |
| The course offers a variety of instructional materials and media (e.g., external readings, assignments, discussions, videos). |  |  |
| Content is displayed in ways that support learning (chunking, etc.). |  |  |
| The course content and media are copyright compliant and appropriately 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”)
 |  |  |

### Section 4:

### Student Interaction and Community Score Comments

|  |  |  |
| --- | --- | --- |
| The course offers opportunities for students to engage in student-to-student collaboration to enhance learning.  |  |  |
| The course offers opportunities for student-to-instructor interaction that enhances learning.  |  |  |
| The course offers opportunities for student-to-content interaction that promotes learning outcomes.  |  |  |

### Section 5:

### Technology for Teaching and Learning Score Comments

|  |  |  |
| --- | --- | --- |
| General technical support information is provided for students (e.g., Helpdesk, Service Desk contact information).  |  |  |
| General technical support information is provided for faculty (e.g., Helpdesk, Service Desk contact information).  |  |  |
| Technology tools support learning objectives and/or goals. |  |  |
| Technology tools support a variety of interactions (e.g., student-to-student, student-to-content, student-to-instructor, student-to-other).  |  |  |
| Technical support information (e.g. tutorials, instructions) for using technology tools are provided.  |  |  |
| Course content is easy to read on multiple platforms such as PCs and mobile devices (e.g., smartphones, tablets). |  |  |

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:* Send out topkit info to listserv
*
*
 |

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 | UF DRC, Teach.ufl.edu guides, DCE |
| Copyright | UF LIbraries |
| FERPA | HR |
| UDL | CSLD3, DRC |
| Syllabus Statement | Provost and FDTE |

|  |
| --- |
| **Development: Content Considerations**Action Items:* Talk to chuck and Patty about FYFTA qualitative
* Look at data we collect and make it into simple usable infomration
*
 |

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.

Need to measure satisfaction

Encourage SoTL

Qualitative and Quantitative

Make data Pretty

Transform Data into usable information

### 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?
2. What are the biggest challenges to your research?

**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)

|  |
| --- |
| **Evaluation**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).

## 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**

|  |  |  |
| --- | --- | --- |
| **Count Down** | **Date** | **Expected Outcome/Goal** |
| 30 days from now | April 22, 2017 | Start work on strategic plan for events, podcasts, evaluation work on ADTS passport, podcast, trainings, SoLT, UDL and Accessibility, Champions |
| 60 days from now | May 22, 2017 | Complete the plan and create steps to implement |
| 90 days from now | June 21, 2017 | Move forward with implementing plan |

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.

|  |
| --- |
| **Wrap-up: Group Summaries, Homework, and Takeaways**Action Items:*
*
*
 |

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!