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Description automatically generated TOPkit Workshop 2021 Schedule

Welcome to the 5th Annual TOPkit Workshop! Breaks are scheduled in between sessions. Typically, sessions run 50 minutes in duration.

“Engage!” Thursday, March 25, 2021

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| **Time** | **Session and Presenter** | **Description** |
| 8:15 AM –  8:45 AM EDT | Breakfast Club Chat: Meet & Greet by Charlotte Jones-Roberts | Ready to explore a brand new virtual-venue workspace AND connect with your peers in a collaborative session? If so, grab a cup of rocket fuel and let’s get started! |
| 8:45 –  9:00 AM EDT | TOPkit Welcome from Amanda Major, Jennifer Smith, and John Opper, PhD | Welcome to the TOPkit Workshop! |
| 9:00 AM –  9:50 AM EDT | Keynote Address by Ellen Wagner | Let’s explore the digital learning metaverse with Ellen Wagner, PhD! |
| 10:00 AM –  10:50 AM EDT | Invited Speakers Aaron Kessler and Jim Goodell | Learning engineering is a process and practice that *applies the learning sciences* u*sing human-centered engineering design* methodologies and *data-informed decision making* to support learners and their development. It is a process ideally carried out by teams of people leveraging multi-disciplinary talents and perspectives. In spite of a long history, learning engineering as a professional practice has only recently begun to emerge from isolated research and software platform domains. This presentation will introduce learning engineering as a practice and process and offer opportunities for further learning, development, and engagement in this community of practice. |
| 11:00 AM –  11:50 AM EDT | "Use Public Relations Principles to Inspire Faculty Development" by Jennifer Smith and Micah Jenkins | The COVID-19 emergency brought instructors new to online teaching face-to-face with the need to facilitate courses in an unfamiliar, and in some cases, long-avoided modality. The planning and detail-heavy tasks involved with online teaching feel overly proscriptive and disheartening to instructors who have become experts in classroom teaching. What is a beleaguered faculty development team to do? There are some principles that we can borrow from our friends in Public Relations to help solve this challenge.  This session will provide ideas for planning faculty development opportunities in ways that:  • Encourage creative ideas  • Leverage the power of stories  • Validate instructor experience  Session leaders will share a process for developing marketing assets. Participants are invited to apply PR principles to their own faculty development needs. Bonus! Try out an escape room-style workshop activity. |
| 11:00 AM –  11:50 AM EDT | "Integrating Digital Literacy Concepts into Online Course Design" by Jing Wang | The world of information is changing at an accelerating rate, with continual developments in the kinds of information that are available and the tools that are used to create, use, analyze, and share that information online. This became even more apparent when COVID-19 emerged and caused a rapid shift to the online environment. As experienced online course designers, we recognize that we regularly apply these highly-needed digital literacy skills into the quality courses that we design at USF and that many faculty--whether teaching temporarily online or face-to-face--could also benefit from incorporating these skills into their courses.    In this workshop, we will discuss several digital literacy skills using the Digital Literacy Framework proposed by Eshet-Alkalai (2012). As learning designers at USF Digital Learning, we regularly use these skills during the design and development process and encourage instructors to create assignments that not only address their learning outcomes but also create opportunities to build and improve their digital literacy. We will share some examples of instructional materials, activities, and assignments that encourage these skills. At the end of the session, attendees will get the opportunity to create their own action plan for incorporating these skills in their own courses and ultimately increase the digital literacy skills of their students. |
| 11:00 AM –  11:50 AM EDT | "Building Instructional Resilience: Formulating a Response to Crisis Pedagogy" by Michael Strawser, Julie Donnelly, and Ann Neville Miller | By their nature, crises are non-routine events that create high levels of uncertainty and significant threats to high priorities of goals (Seeger, Sellnow, & Ulmer, 2003). Crises like the sudden emergence of a novel and highly infectious virus can push the cognitive ability of people to the limit, and they may respond with fear, rigidity, and anxiety because sensemaking mechanisms have collapsed (Roux-Dufort & Vidaillet, 2003). In contrast, what is needed during a crisis is innovation and creative problem solving (Freimuth et al., 2006; Weick, 1993). The 4R theory, designed by Bruneau and colleagues (2003) to quantify community resilience following earthquakes, identifies four properties of physical and social resilience: 1) robustness, or the strength of a system to withstand stress; 2) redundancy, that is, the extent to which the system contains backups and substitutes that can be engaged in the event of a disruption; 3) resourcefulness, which is the capability of moving beyond the previous status quo to recognize new problems, set priorities, and marshal resources (material, financial, informational, human); and 4) rapidity, or the means to respond quickly so as to contain losses….Using the faculty development measures identified in our session, we want to help participants use the framework to identify any gaps in their faculty initiatives. |
| 12:15 PM –  12:50 PM EDT | “Beam Me Up Talk” with Keynote Ellen Wagner and Invited Speakers Aaron Kessler and Jim Goodell | Bring your lunch. Meet the keynote and invited speakers and ask them questions about digital learning metaverses, learning sciences, and learning engineering. |
| 1:00 PM –  1:50 PM EDT | "Promoting Active Learning During a Pandemic" by Janine Diaz-Cotto and Brittany Anthony | This presentation will define the term “Active Learning” and provide examples of the various active learning techniques that can be applied to any discipline in any online course to create an interactive and engaging student learning environment. During the presentation, participants will learn about the various active learning strategies such as case studies, simulations (role play), and games, in order to build learners’ critical thinking, problem-solving, and collaboration skills. |
| 1:00 PM –  1:50 PM EDT | "Where will your Passport take You?" by Alexander Bitton-Bailey and Nikki Lyons | UF has embraced remote teaching. The Center for Teaching Excellence (CTE) created and interwove faculty development and course review processes to meet the challenges posed by remote and online teaching. The Passport to Great Teaching program and #NoWallsTeaching (#NWT) initiative are at the center of the CTE model. The CTE model supports imaginative online teaching by offering students learning experiences that go beyond the classroom or computer screen. These programs serve as guidebooks leading faculty to develop excellent and innovative courses. Faculty are free to select the route they travel as they explore workshops, social engagements, and teaching collaborations. All roads scaffold learning opportunities with teaching recognition and feedback on courses.    Throughout their journeys, faculty select professional development that fit their schedules and help them integrate online teaching strategies through quality course development. |
| 1:00 PM –  1:50 PM EDT | "Quick Quality Guide: 10 Take-Home Tips to Make Your Course Sexy" by Melissa Vasallo, Lisa Boskovic, and Ena Urbina | Are your courses in need of high quality design improvements? Are you looking to impress your instructors and students, while also easing your own workload? Unsure where to begin and short on time? You’re in luck, because this session is for you!    During this informative session on high quality design, 10 research-based best practices for quality course design improvements will be showcased. There will be a special emphasis on recognizing the easy-to-apply elements of high quality design on the main parts of a course, including the homepage, syllabus, and module outlines.    Learning about the elements of high quality course design is the easy part, implementing them is...also easy! This session will conclude with an activity in which you get to put into practice what you’ve learned. You’ll analyze a sample course, make improvements by applying high quality elements, and absolutely crush high quality course design. It really is as simple as it sounds.    Once completed, you will walk away (virtually, of course) with a checklist of 10 quality course design tips to follow and experience as your guide. Your courses will literally never be the same again.    Learning Objectives:  1. Recognize the elements of high quality design on individual pages of an online course (homepage, syllabus, module overviews).  2. Apply high quality design principles to correct a sample course page. |
| 2:00 PM –  2:50 PM EDT | "Supporting Faculty in Preparing for Online Course Quality Reviews" by Rose Tran and Jo Smith | Learning Objectives:  -Provide an overview of the online course peer review process at Valencia College  -Describe support model for faculty undergoing an online course quality review  -Describe consultation tools, techniques, and strategies used during preparation phase  -Review data from online course quality reviews  -Identify resources to support faculty and improve consultation process    Valencia College has been utilizing the Rubric for Online Competencies (ROC) to determine quality in online courses. This in-house rubric contains 39 design criteria and 39 delivery criteria related to creating a start right experience; accessibility and usability; learning outcomes, course activities, and instructional materials; course technology and course support; and engaged teaching. At the college, each instructor who plans to undergo an online course quality review is partnered with a Faculty Developer/Instructional Designer (FD/ID) to prepare the course for review. During the preparation phase, FD/IDs consult with faculty to provide clarification on the rubric criteria and to offer support in aligning the online course with the rubric criteria. The first set of courses began a review in Summer 2018, and by the end of Fall 2020, 80 courses had undergone a review, with about 45 courses planned for a review in Spring 2021.    This session will focus on the lessons learned by FD/IDs regarding faculty consultations during the preparation phase. We examined data from the course quality reviews to identify topics that present the most challenges for faculty including video captioning, accessibility of course content and instructional materials, alignment of learning outcomes, and visual/layout considerations. This session will inform participants who consult with faculty in similar ways at other institutions. |
| 2:00 PM –  2:50 PM EDT | "Design Thinking and Radical Hope: Rethink, Reshape, and Respond with Resilience (Circles to Squares)" by Hector Noriega and Amy Crowley-Gonsoulin | The COVID-19 pandemic created a need to shift abruptly to remote learning. With no playbook, no one-size-fits-all guide to navigate the challenges of the sudden shift, thousands of institutions and faculty were forced to develop their own game plans. But how do you plan for an unknown future? As the pandemic continues and “normal” slips into the past, Jonathan Lear’s concept of Radical Hope provides a way to forge a new path forward. Radical hope is “not merely wishful optimism but a sustained thoughtful engagement with the world that, in terrible circumstances, yield[s] tangible positive results.” This session will look at how to use elements of design thinking to envision and plan for an unforeseeable future. The way tangrams reconfigure shapes to make new pictures, we need to rethink ways to use tools and resources to respond with resilience and relentless optimism.    During the session, we will explore the coalitions cultivated to support Miami Dade College faculty through the tumultuous transition to remote learning in Spring 2020, which has continued through Summer and Fall 2020. At our institution, part of the issue lay in the lack of wide-spread awareness, understanding, use, and coordination of the resources available. We will delve into the process of gathering pieces from across the institution to create new pictures of success. Participants will consider how they can build coalitions to reframe their perspectives, view pieces from a new vantage point, and leverage relationships to foster a culture of change, innovation, and faculty excellence. |
| 2:00 PM –  2:50 PM EDT | "Want Quality? Consider A High-Touch Instructional Support Model" by Olysha Magruder | Instructional support and course development for online courses vary from institution to institution - and even within a single institution. In this presentation, the participants will explore a case example of embedded within an engineering school in a decentralized institution. The mission of the instructional support team that deploys the model is to ensure quality in the school’s courses and programs. The definition of a high-touch model will be discussed. The participants will discover how the instructional support staff employ a high-touch instructional support model to design, develop, and launch hundreds of courses and over 21 engineering master's degree programs. Additionally, the participants will examine how faculty development and technology training complement the instructional support model. |
| 3:00 PM –  3:50 PM EDT | “Teaching and Learning in the Digital Age” by Invited Speaker Chuck Dziuban and Pasty Moskal | In this session, Chuck and Patsy will address the root cause of educational inequity in the country and suggest a partial solution in Algebra I based on two variable domains, and learning analytics combined with adaptive learning. They will demonstrate that the procedure can change the odds of almost certain failure for a cohort of students to a better than even chance of success. Additionally, they will reconsider the often-criticized concept of learning styles. |
| 4:00 PM –  5:00 PM EDT | Vulcan Mind Meld: TOPkit Trivia Event | Join us for some TOPkit, Florida, and other trivia via Kahoot! |

“Warp Speed!” Friday, March 26, 2021

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| **Time** | **Session and Presenter** | **Description** |
| 8:30 AM –  8:50 AM EDT | Breakfast Club Chat: Meet & Greet by Charlotte Jones-Roberts | Ready to explore a brand new virtual-venue workspace AND connect with your peers in a collaborative session? If so, grab a cup of rocket fuel and let’s get started! |
| 9:00 AM –  9:50 AM EDT | "Active Learning Strategies for Online Teaching" by Marina Kamenetskiy | This presentation will define the term “Active Learning” and provide examples of the various active learning techniques that can be applied to any discipline in any online course to create an interactive and engaging student learning environment. During the presentation, participants will learn about the various active learning strategies such as case studies, simulations (role play), and games, in order to build learners’ critical thinking, problem-solving, and collaboration skills. |
| 9:00 AM –  9:50 AM EDT | "Evaluating Faculty Development" by William Carpenter | With the rise of COVID-19, Higher Education had to shift gears to online only courses, and with that, the need to train faculty. Traditional methods of evaluation are not available due to the pandemic. This session will discuss evaluation strategies to identify gaps in Faculty Development programs taking into consideration COVID-19 to ensure faculty development program remain effective. |
| 9:00 AM –  9:50 AM EDT | "Faculty Forward: A Long-Term Faculty Development Program for Part-Time Faculty" by Olysha Magruder | In 2018, the Center for Learning Design received a grant to fund a longer-term faculty development program, Faculty Forward Fellowship, a month-long asynchronous online program followed by a three-day in-person training. The program provided an opportunity for part-time engineering faculty to learn from the instructional design team and from one another. The fellowship was created with the intention to model current research-based best practices using technologies and teaching strategies in the online and live components. Further, the program designers intended to develop part-time engineering faculty to lead future workshops and act as an integral part of discussing and piloting innovative teaching strategies and practices.    In this presentation, participants will explore the context and brief history of the division to better understand the state of faculty development before the Fellowship program was launched and the faculty body for which it was designed. Participants will examine the program model and specific components of the program such as the online modules and the onsite (or live) session activities. The Fellowship program helped facilitate a change in culture regarding faculty development at the school. Participants will discuss change management and how to implement change. Finally, participants will discover how the Fellowship was a catalyst for the launch of other new ventures such as a full-fledged academy and other institution-wide initiatives. |
| 10:00 AM –  10:50 AM EDT | "Introduction to Quality Matters " by Jim Snyder | Designed for faculty, staff, and administrators relatively new to Quality Matters (QM). Come for quick introduction of QM, how it works, what's in it for institutions, and how QM can support efforts to help students succeed. |
| 10:00 AM –  10:50 AM EDT | "It isn't all about the money! Incentivizing Faculty to Participate in Professional Development" by Brenda Watkins | Faculty are motivated by more than just money. At Hillsborough Community College, paying faculty to participate in professional development has disappeared. We have discovered alternative ways to motivate faculty.    Effective faculty professional development has the potential to improve student success rates, thus changing the lives of students. As disruption continues in higher education, institutions must quickly adapt to the rapidly evolving needs of faculty and students. But how do teaching practices evolve over the span of one’s career? What influences faculty to alter their current teaching practices during times of rapid change? “Ongoing professional development often doesn’t make the list of faculty want to do activities. Why is that? How can we turn professional development into opportunities that help us become more dynamic educators?” (Mohr, 2020)    Faculty are motivated by more than just money. As education professionals, faculty believe in lifelong learning. As faculty grow in the profession of teaching and learning, there are various ways for institutions to motivate faculty to actively participate in professional development initiatives. Participants in this interactive session will:  • Discuss motivation factors for professional development participation  • Compare alternative incentives and the strengths/weaknesses of each  • Develop an outline for incentivizing faculty participation    Mohr, S. (2020). A new decade for faculty professional development. OLC Insights |
| 10:00 AM –  10:50 AM EDT | "Positive Behavior Management Strategies in the Virtual Classroom" by Maria Reyes | Educators face the challenge of developing innovative and responsive plans to successfully teach and manage the new normal, the virtual classroom. Similarly, students are having to adapt to the new ways of learning and communicating online. While some students thrive and welcome the opportunity that comes with their participation on camera, others feel somewhat uneasy and uncomfortable with such a forum. Therefore, it is critical to embrace the principles of Universal Design for Learning (UDL) to enhance learning opportunities for all students by providing diverse options for engagement, representation, action, and expression.    This workshop will combine the principles of UDL with those of Positive Behavioral Support to create a supportive and nurturing environment where students will thrive because they feel safe, included, and valued. Three tiers of Positive Behavioral Support will be addressed. Level 1, for the general classroom where positive guidelines will be implemented (e.g., clear expectations, affirmations, incentives, flexibility, focus on the positive) Level 2, for students at risk (e.g., tracking and self-monitoring of behavior, reinforcers). Level 3, intensive individualize support for students (e.g., student contracts, consultations, contingencies). |
| 11:00 AM –  11:45 AM EDT | “Supporting Digital Innovations in a Post Pandemic World” with Invited Speaker Wendy Howard | They say that *need* is the mother of invention. One year ago many faculty were forced to change the way they teach, and we were all forced to change the way we prepare them to successfully teach online or remotely. Please join this closing discussion to explore how we may embrace and support new innovations that emerged in response to the pandemic and beyond. |
| 11:45 AM –  12:00 PM EDT | Wrap Up from TOPkit Workshop Chair Jennifer K. Smith | Enjoy this brief wrap up of the Workshop! |
| 12:00 PM –  12:30 PM EDT | Live Long and Prosper: Reflection & Closing by Amanda Major | Take some time with friends to complete a scavenger hunt activity and small group reflection as the workshop closes. Please complete the survey so that we may improve our sessions. |