

# EDC Grant Final Report

## September 10, 2018

### **Title of Project**

The Canadian Context of Faculty Development Programs for Teaching Online in PSE

### **Principal Investigator**

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### **Overview of the Project**

We examined the current state of post-secondary educational development programming in Canada aimed at preparing faculty to teach online. In order to determine what is currently happening in Canada, we created a survey (see Appendix A) which was available from November 2017 through March 2018. We received 26 responses resulting in a data set of 24 once duplicates and non-Canadian responses were redacted. This data was analyzed, both qualitatively and quantitatively, and compared to Farmer and Ramsdale (2016) to determine strengths and areas of growth.

We have created an interactive Online Teaching Program Development Guide, available online, to support educational developers in creating programs that will support faculty and graduate students who are preparing to teach online. We have also tied the Farmer and Ramsdale competencies to the EDC Program Accreditation Framework. Together, these resources will allow alignment with the Farmer and Ramsdale competencies for those preparing to teach online and for those creating programs to teach online teaching.

Our goals for the project (revised) are:

1. Assess the current state of educational development programming in Canada aimed at preparing faculty for teaching in a fully online environment which we defined, in the

context of our study, as a course offered in a fully online format whether synchronous or asynchronous.

**Status: Completed through survey.**

2. Compare the current state of educational development programming to Farmer and Ramsdale's (2016) Online Teaching Competencies matrix.

**Status: Completed through analysis of survey data.**

3. Develop an online EDC Guide with recommendations for preparing faculty to teach online, including resources that support educational developers in the creation of online teaching development programs aligned with the EDC Accreditation Program.

**Status: In-progress. Will be completed by 30 September 2018 and submitted to EDC.**

## Educational Findings/Outcomes

*Include any conference presentations and/or publications based on the project, completed to date or planned.*

For the EDC Community, we have created an Online Teaching Program Guide and tied this to the EDC Accreditation Framework. This will be submitted to EDC and we will encourage feedback as these resources will continue to develop and evolve.

## Budget

a. *What was the amount of your original award?* \$1500.00

b. *How was it spent?*

Through the use of an institutional subscription to a Canadian-hosted survey tool, we were able to find savings in our budget that allowed us to focus our use of the EDC Grant on hiring Research Assistants. We hired two Research Assistants for three components: a preliminary literature review; statistical data analysis support; and final literature review and writing support.

<b>Total Budget from EDC</b>	<b>\$1,500.00</b>
Research Assistant: Literature Review (~ 12 hours); November-December, 2017	<b>\$319.06</b>
Research Assistant: Data Analysis (~13 Hours): January 2, 2018-February 28, 2018	<b>\$336.42</b>
Research Assistant: Literature Review Completion: (~24 Hours); May-August, 2018	<b>\$610.97</b>

Total Amount Used from EDC Grant	<b>\$1266.45</b>
Amount Remaining from EDC Grant (to be returned to EDC)	<b>\$233.55</b>

c. *If you have any funds remaining, describe your plans to make use of them.*

The remaining EDC Grant Funds will be returned to the EDC.

### **Conference Presentations and/or Publications Based on the Project:**

“The Canadian context of faculty development programs for teaching online in PSE” presented at EDC, Victoria, 15 February 2018.

We also plan to present full findings at appropriate venues such as EDC 2019 or 2020 and/or STLHE 2019 or 2020.

### **References**

Farmer, H. M., & Ramsdale, J. (2016). Teaching Competencies for the Online Environment | Enseigner les compétences pour l'environnement en ligne. *Canadian Journal of Learning and Technology / La Revue Canadienne de l'apprentissage et de La Technologie*, 42(3). <http://dx.doi.org/10.21432/T2V32J>

## Appendices

### Appendix A: Survey Questions

1. Institutional Name (used to combine responses from the same institution; redacted from reporting)
2. Institutional Size
3. What is your professional association/group at your institution?
4. What is your role/title at your institution?
5. Does your institution offer programs, courses, or course components to students in an online environment?
6. Does your institution offer program/course(s) for faculty or graduate students/teaching assistants to prepare them to teach their courses online to students?
7. What is the name of the program/course(s) that your Institution offers to prepare faculty or graduate students/teaching assistants to teach online? (Used to correlate responses between institutions and redacted from reporting).
8. What department or area is responsible for teaching, delivering, developing, or updating the program/course(s) that prepare faculty or graduate students to teach online?
9. Is this an accredited or otherwise recognized program?
10. What is your connection to the program?
11. Is this program/course(s) required or voluntary in order to teach online at your institution?
12. How many courses make up your program?
13. What are the titles of the course(s)?
14. How many hours does it take to complete each course in the program?
15. Briefly describe the range of instructional methods used in the program/course(s).
16. How is the program/course delivered?
17. Are participants assessed/evaluated in order to be deemed successful in the program/course(s)? If so, how are participants assessed/evaluated?
18. Does the program/course(s) have learning outcomes (or objectives) that indicate what participants will be able to do or know at the end? If yes, please list them.
19. Does the program/course(s) have competencies? If yes, please list them.
20. Does the program/course(s) have topics? If yes, please list them.
21. Resources: What core resources are used in the program/course(s)? For example, text, websites, videos, etc. Please list them.
22. Other: Do you want to tell us anything else that relates to this research study?

## Appendix B: EDC 2018 Poster

Poster Title: "The Canadian context of faculty development programs for teaching online in PSE" presented at EDC, Victoria, 15 February 2018.

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### Abstract:

Teaching and learning centres at colleges and universities across the country have developed programs that are designed to prepare faculty to step into the classroom. Many of these programs focus on teaching in a face-to-face setting. At the same time, there has been an explosion in online course and program offerings with "about 1,000 online courses ... added every year for the past three years" at Canadian universities (Global Affairs Canada and EduConsillium, 2015). This EDC Grant-funded study seeks to explore the current state of educational development programming aimed at preparing faculty and teaching assistants to teach online. How have educational developers responded to the need for instructor development in online teaching? How does this growth in online teaching connect with the offerings of teaching development programs? The poster presentation will showcase preliminary findings meant to assess the current state of Canadian educational development programming aimed at preparing faculty for teaching in an online environment.

# #competencyfail?

Are we developing competent online instructors

**Preliminary Research**

- STLHE listserv survey
- 26 institutions responded

Community & Netiquette  
 Active Teaching / Facilitating  
 Instructional Design  
 Tools & Technology  
 Leadership & Instruction

It's not that easy ... Stay Tuned

**EDC-RFPES**  
Educational Developers Caucus  
 le Réseau de formateurs en pédagogie  
 de l'enseignement supérieur

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