VLS Faculty Development Round Table

Before we get started

Let us know if you can hear us when we do **Audio checks**

Download **Presentation Slides and materials** at https://uoft.me/vls-support

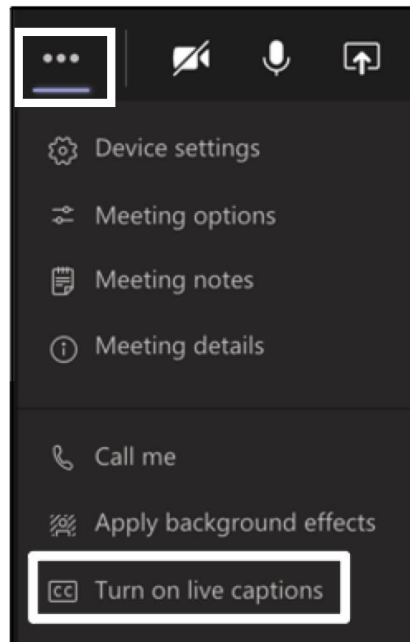Turn on live captions if you would like closed captioning (see screenshot for details)

During the webinar

Your **microphone** will be muted between group activities.

Type questions and comments into the **Chat** anytime

Welcome!

- Device settings
- Meeting options
- Meeting notes
- Meeting details
- Call me
- Apply background effects
- Turn on live captions

Following the webinar

View **Session Recording** at https://uoft.me/vls-support

Plan to attend upcoming VLS Webinars on special topics.

VLS Webinar Series
Faculty Development Round Table

May 18, 2021

https://uoft.me/vls-support

Introductions

- Welcome
  - CTSI Colleagues
    - Alison Gibbs
    - Megan Burnett
    - Derek Hunt
  - OLS Team

Round Table Goals

- ✓ Identify characteristics of effective VLS faculty development projects

- ✓ Develop strategies to optimize dissemination and re-use/adaptation within the instructor community

- ✓ Share and connect our work with that of others in the U of T community

eCampusOntario Context

Three Principles

Collaborative

The VLS will prioritize collaboration for sector transformation that impacts all institutions

Learner-Driven

The VLS will drive virtual learning excellence for all learners in Ontario, now and into the future
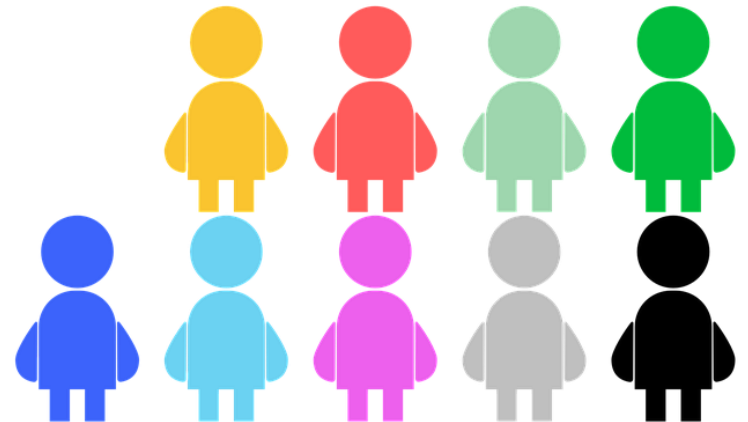
Digital by Design

The VLS supports the development of online content and supports that are digital by design.

Who is around the table?

- Name and short description of your VLS project

  - One aspect of engaging other instructors that excites you about your project
  - One thing you are worried about…

Brainstorming

- What would be characteristics of effective faculty development projects?

Elements of Effective Professional Development

Features of effective professional development for educators:

- Content focused
- Incorporates active learning utilizing adult learning theory
- Describes and uses models of effective practice
- Offers opportunities for feedback and reflection
- Facilitates revisiting of concepts and application
- Provides expert advice
- Supports collaboration

Borrowing from Adult Learning Theory

- Explain value and relevance
- Tap prior experiences
- Include practical applications
- Allow for self-directed choices
- Provide stepping-stones

Strategies for support

- Meet people where they are, whether tentative explorer or confident pioneer.

- Ask collaborators or focus group participants for input to clarify needs.

- Coaching by including questions that prompt reader to reflect and identify their own questions and answers, rather than providing prescriptive solutions.

How can we optimize sharing and re-use among instructors?

- Broadly in HE community
- Within University of Toronto?

Wrap Up

- Remaining concerns?

- Questions?

- Other ideas?