

***“Learning Together - Participate, Collaborate, Innovate,
Showcase and Share Program”***

Report

**BCcampus - Educational Technology Professional Development
Secondment**

August 2006

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Executive Summary

Online education excites me - the possibilities are incredible - I have learned so much over the past few years of teaching online by the seat of my pants and through taking workshops/courses and harassing our tech department - online survey respondent

The BCcampus 2006 professional development secondment project is complete. This report describes the process, summarizes and broadly analyzes the data, and makes recommendations for the development of a professional development program for BC public post-secondary educators - the *“Learning Together - Participate, Collaborate, Innovate, Showcase and Share Program.”*

Data for this project were collected using a variety of methods. Two environmental scans of existing professional development opportunities were conducted: (1) of BC public post-secondary institutions, and (2) of a selection of Alberta public post-secondary institutions and the University of Waterloo.

Representatives of two BC institutions requested face-to-face meetings - one at the University College of the Fraser Valley attended by 25-30 people, and one at the University of Victoria attended by 15-20 people.

An online survey was conducted, with 158 responses. The approximate percentage of survey respondents from each stakeholder group was:

- 48% - Faculty members, instructors, TA's, online learning facilitators, contract instructors
- 13% - Educational technologists, online course developers
- 10% - Instructional designers, instructional developers, faculty developers
- 9% - Senior administrators
- 9% - Program coordinators, managers, project managers
- 8% - Educational technology coordinators, lead technology teacher
- 1% - Professional development coordinators
- 1% - Librarians
- 1% - Other - administrative assistant, research assistant

Twenty-one percent of respondents considered themselves beginning users with respect to educational technology and online learning, 42% considered themselves intermediate users, and 36% considered themselves advanced users. Between 70 - 80% of respondents are encouraged by their institutions to participate in professional development, and are provided with some time and funding to do so.

The following categories of data were collected:

- Currently offered professional development opportunities that should be continued
- Ideas to guide the development of various professional development opportunities
- Aspects of professional development important to respondents
- Preferred professional development topics related to teaching and learning, use of specific tools and/or software, and the implementation of mixed-mode & online courses and/or programs
- Preferred forms of recognition for investment in professional development
- Preferred types and formats of professional development opportunities
- Preferred methods for communicating information about professional development opportunities to potential participants

Respondents highly valued existing training courses, ETUG workshops and online collections of resources, cases and research findings. They also provided useful suggestions regarding existing professional development opportunities available through a variety of institutions.

Stakeholders were asked about ideas to guide the development of professional development opportunities, and about aspects of professional development important to them. They were interested in: places to play with new technologies, support for sustained professional development activities over time, showcasing what is going on at BC institutions, modeling new technologies and possible educational uses, finding out about best practices, and engaging in professional development when they choose to do so.

Stakeholders were asked about professional development topics that would interest them related to instructional design and teaching, specific tools and software, and the implementation and management of mixed-mode and online courses. Preferred topics included instructional design for mixed-mode and online courses, teaching and facilitating online courses, assessing and evaluating student work in the online environment, introductions to new technology tools, the future of online learning and strategic planning for mixed-mode and online learning.

With respect to types and formats of professional development activities, stakeholders were interested in a bi-weekly electronic newsletter, a dedicated electronic space to play with new technology and explore model courses, face-to-face workshops on their own campuses, and online courses. The preferred timing for face-to-face and online courses was one day, and the preferred dates were May and June.

Individuals preferred to receive information about professional development offerings via email and websites. The form of recognition most preferred for individuals' investment in professional development was funded release time (75%).

Three major themes emerged from the data:

- One that revolves around collaboration, communication and consultation,
- A second that concentrates on recognizing, sharing and learning from existing BC expertise, and
- A third that is focused on working to increase desired professional development opportunities for all, without duplicating existing efforts .

The preferred approach to professional development was as an active, contribution-based activity for everyone involved, rather than something that others do to or for them. However, a perceived lack of resources (in particular, time and funding) was seen as limiting the ability of many to contribute.

Based on this analysis, a comprehensive professional development program for educators across the BC public post-secondary system may be conceived of as incorporating five interrelated and overlapping aspects: ***participation, collaboration, innovation, showcasing, and sharing.***

Participation is related to all aspects of learning, individually or in groups, taking advantage of a variety of opportunities and resources. ***Collaboration*** implies participants working together to achieve common goals. ***Innovation*** includes developing and adapting ideas, approaches and ways of using existing and new theories and tools, synergistically. ***Showcasing*** refers to highlighting expertise, ideas, approaches, contributions and new media development. ***Sharing*** focuses on individual, unit and institutional contributions to the success of the program in all its aspects.

Twenty-two specific recommendations were developed, related to this overall program concept. They are clustered under five major topics. Detailed suggestions about how many of these recommendations might be implemented are included in the body of the report. The recommendations are:

Plan, initiate, manage and promote this program as one collaboratively developed by and for the participants, building on what currently exists, with the support and leadership of BCcampus

- Create a process for cross-institution consultation, direction and feedback
- Consider a name for the program that incorporates the identified themes
- Use an appreciative inquiry approach in working with each institution
- Provide support and resources from BCcampus to enable this collaboration to happen
- Provide a learning path framework for stakeholders

Use Requests for Proposals (RFPs) to Encourage Collaboration and 'Buy-in'

- Provide opportunities for representatives of each institution to identify the professional development offerings, resources, and services available at their institutions that they could see becoming part of this collaborative program, with various kinds of support from BCcampus
- Ask for proposals for various kinds of professional development collaborations that would fit within the program as it is initially visualized, or for additional kinds of collaborations that might expand the program
- Send RFPs to the UCIPD committee, ETUG, and the educational institutions
- Ask for proposals to develop and offer 'travelling road shows'
- Ask for proposals to develop and offer 2 - 4 ideas from the online survey as pilot projects to show what can be done

Collaboratively incorporate existing professional development opportunities and resources, and develop additional ones, based on stakeholder requests and needs

- Create a dedicated electronic space that can be accessed anywhere, at any time
- Encourage/facilitate a peer mentoring program across institutions
- Encourage/facilitate a staff exchange program across institutions
- Develop some 'showcase' offerings that can be taken to different institutions
- Identify and share information about existing workshop opportunities, or develop new ones, that focus on topics identified in the online survey, and are offered in the preferred formats and at the preferred times

Establish feedback and quality assurance cycles for all aspects of the program

- Design a triangulated formative and summative feedback process into both the planning and implementation of the program

Ensure clear, detailed and timely information about existing and future professional development resources and opportunities is provided to all stakeholders across the province

- Communicate professional development opportunity information using the preferred formats
- Develop a bi-weekly electronic professional development newsletter
- Re-organize/add to the EdTech Online Community section of the BCcampus website
- Encourage teaching, learning and technology centres and related units across BC institutions to link to the appropriate sections of the BCcampus website, and link to their sites
- Provide information about existing preferred and recommended professional development activities identified in this project to all stakeholders.

The report concludes with some recommendations for next steps.

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Background

Introduction

BCcampus has a mandate within the BC post-secondary education system to provide educators and students with online services to programs and resources across all institutions. Within this mandate, BCcampus is in the process of developing an expanded program of services, including professional development, for educators across the system.

Janice Johnson, a facilitator and instructional developer from UBC, was seconded to BCcampus from January to June 2006, to consult with diverse stakeholders and work to recommend an expanded program of professional development around educational technology and online learning for:

- Faculty and instructors
- Instructional designers
- Development, media and production specialists
- Integration, testing and deployment specialists
- Management and senior administrators
- Services and support specialists.

The process of research and consultation was to include:

- An environmental scan of professional development opportunities currently offered at post-secondary institutions in BC
- A survey of professional development offerings for education technology provided in other jurisdictions at the post-secondary level
- Gap analysis and needs assessment related to expanding current services in BC
- Design of a professional development road map using a learner centred perspective
- Liaison with institutions around the potential use and expansion of institution specific offerings to benefit the entire post-secondary sector
- Definition of recommended professional development modes of delivery including face-to-face and online workshops, seminars, courses, discussions, webcasts, local and global resources . . .
- Financial considerations and recommendations for implementation.

Outline of the Report

The goal of this report is to identify proposed directions for review by the management of BCcampus.

In order to do that, the report:

- Describes the data collection and needs assessment process conducted
- Presents the analysis of the data collected during the consultation processes
- Based on the analysis of the data and additional research, makes recommendations for consideration and review
- Summarizes and identifies next steps

Note: any quotations in the report come from online survey respondents.

Data Collection and Needs Assessment Process

Environmental Scan of BC Institutions

A limited environmental scan of professional development opportunities offered at BC public post-secondary institutions during or previous to the time of this project was conducted. The process involved searches of institutional web pages, discussions with members of the Universities, Colleges and Institutes Professional Development Committee (UCIPD), review of advertising/marketing documents from various units responsible for professional development at a selection of different BC institutions, and review of the responses to two questions included in the online needs assessment survey.

A listing of the types of opportunities available at the various types of BC public post-secondary institutions is provided in Appendix A. It is important to remember, however, that professional development opportunities offered by such units are constantly changing, based on needs assessments, new technologies, changing priorities of the units and/or institutions, etc. Because of the dynamic nature of professional development offerings, a further environmental scan will be needed to identify up-to-date offerings, if the recommendations from this report are implemented.

Survey of Offerings in Other Jurisdictions

Based on a discussion with BCcampus management, the specific jurisdictions reviewed here were a selection of post-secondary institutions in Alberta, and the University of Waterloo. The primary process involved searches of web pages. The caveat regarding the dynamic nature of professional development offerings stated above also holds here.

A summary of the types of opportunities available at these institutions is provided in Appendix B.

Face-to-face Meetings

Following the announcement of this secondment, representatives of two institutions requested face-to-face meetings for interested members of their faculty and staff to discuss their professional development concerns and suggestions. The two institutions were the University College of the Fraser Valley (UCFV) and the University of Victoria (UVic). About 25-30 people participated in the UCFV meeting, and about 15-20 people participated in the UVic meeting.

Following an introduction describing this project, the following questions, among others, were used to facilitate and structure a focused conversation at both meetings:

- With respect to educational technology and online learning professional development, what types of professional development do you currently have access to? How does it work?
- What appeals to you most about what's currently available?
- How do current opportunities meet the needs of faculty & staff across campus?
- What are the challenges you face in terms of professional development?
- What would you like to have access to in terms of professional development that you don't now?

- What could you contribute to the collaborative development of these kinds of opportunities?
- What challenges would exist with collaborative development and offering of these opportunities?
- What suggestions do you have about how to develop and/or offer these opportunities collaboratively?
- What other suggestions do you have for BCcampus?
- Which of all of the suggestions offered are highest priority?

Not all questions were directly asked at each meeting, but the topics were all touched on at some point in the conversations. Priorities were decided at each meeting by asking the participants to imagine they had \$20 to spend, in whole dollar amounts, on all of the possible suggestions identified. Summaries of the suggestions from each meeting, listed in priority order, can be found in Appendix C for UCFV, and in Appendix D for UVic.

Online Survey

A 31 question web-based online survey was conducted (using Zoomerang) from March to May 2006 (see detailed survey results in Appendix E). The stakeholders who were offered the opportunity to complete this focused survey around their educational technology and online learning professional development needs included:

- Members of the Educational Technology Users Group (ETUG)
- Members of the Universities Colleges and Institutes Professional Development Committee (UCIPD)
- Members of the BCcampus Educational Technology Online Community
- Educational Technology Coordinators at all BC public post-secondary institutions
- Faculty and staff members at BC public post-secondary institutions to whom the Educational Technology Coordinators forwarded the survey link
- Vice-presidents Academic at all BC public post-secondary institutions or their representatives

Figure 1 Response to the online survey

Visitors to the survey site	Completed Surveys	Partially Completed Surveys	Total Partial and Completed Surveys
321	148	27	175

The survey questions were related to the following topics:

- Contextual and demographic information about the respondents and:
 - ▶ Their institutions
 - ▶ Their educational technology and online learning background
 - ▶ Their professional development opportunities
- Current BCcampus professional development opportunities
- Possibilities for expanded professional development opportunities
- Recognition for investment in professional development
- Preferred formats for professional development opportunities

- ❑ Preferred methods for communicating information about professional development opportunities to all possible participants

Survey Respondents' Contextual and Demographic Information

One hundred and forty-eight respondents completed the survey, with another 27 partially completing it. Of this group, 48% were instructors, 23% were educational technologists and faculty/course developers, 9% were senior administrators, 10% were managers/coordinators, 8% were educational technology coordinators, and 2% were others. Forty-four percent identified their institution as a college, 21% as a university, 16% as a university college, 16% as an institute, 2% as a polytechnic, and 1% as other.

With respect to educational technology and online learning, 21% identified themselves as beginners, 42% as intermediate, and 36% as advanced. Sixty-seven percent were involved in designing, developing or teaching in face-to-face classrooms, 56% in a blended mode (combination of F2F and online), and 53% online.

Their primary motivations for participating in professional development were work related (84%) and personal interest (71%). Seventy-nine percent agreed that their institutions encouraged and supported their professional development. Seventy-three percent were provided with or could apply for scheduled time for professional development, and 83% were provided with or could apply for funding.

Specific data are presented below.

Figure 2 **Roles of respondents**
Survey question: *At my institution, I am a(n) _____.*

Roles	Number of responses	Response ratio
Faculty member, instructor, TA, online learning facilitator, contract instructor	75	48%
Educational technologist, online course developer	20	13%
Instructional designer, instructional developer, faculty developer	17	10%
Senior administrator	14	9%
Program coordinator, manager, project manager	14	9%
Educational technology coordinator, lead technology teacher	13	8%
Professional development coordinator	2	1%
Librarian	2	1%
Other - administrative assistant, research assistant	2	1%
Total	158	100%

Figure 3 Respondents' institutions
Survey question: *My institution is a(n)*

Institution	Number of responses	Response ratio
College	68	44%
University	32	21%
University college	25	16%
Institute	24	16%
Polytechnic	3	2%
Other - public school, unknown	2	1%
Total	155	100%

Figure 4 Type of user
Survey question: *With respect to educational technology and online learning, I consider myself this type of user.*

Type of user	Number of responses	Response ratio
Beginner	33	21%
Intermediate	65	42%
Advanced	55	36%
Other - unknown	2	1%
Total	155	100%

Information on type of user categorized by stakeholder group can be found in Appendix F.

Figure 5 Involvement with various types of courses
Survey question: *I am currently involved in designing, developing or teaching the following type(s) of courses. Please select all that apply.*

Type of course	Number of responses	Response ratio
Face-to-face (F2F) classroom	101	67%
Blended (combination F2F and online)	84	56%
Online	79	53%
Not applicable	6	4%
Other - radio, teleconference/paper distance study, special projects, standalone kiosk	4	3%
Teaching/supporting instructors of all 3 types of course	3	2%

Figure 6 Motivation to participate in professional development
Survey question: *My motivation to participate in professional development includes _____ . Please select all that apply.*

Motivation	Number of responses	Response ratio
Work related	132	84%
Personal interest	112	71%
Career advancement	56	36%
Professional growth plan requirement	33	20%
Career change	16	10%
University credit	11	7%
Looking for professional development for all faculty/instructors	3	2%

Figure 7 Professional development support, time, funding
Survey question: *My institution encourages and supports my professional development.*
Survey question: *I am provided with scheduled time for professional development as part of my collective agreement.*
Survey question: *I am provided with professional development funding as part of my collective agreement.*

Professional Development	Yes		No		Limited funding		Limited time		Other restrictions	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Encouragement & support	124	79%	6	4%	7	4%	3	2%	10	6%

Professional Development	Yes		No		Exempt		Can apply		Don't know		Other	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Scheduled time provided	109	70%	30	19%	4	3%	4	3%	4	3%	5	3%

Professional Development	Yes		No		Exempt		Can apply		Don't know		Term/contract/no agreement	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Funding provided	126	80%	15	10%	2	1%	4	3%	2	1%	4	3%

Analysis of Data

Introduction

The data collected are extensive, and can be divided into two major categories. The first category includes data on the types of professional development offerings available at BC public post-secondary institutions, and in other jurisdictions - in this case, Alberta and at the University of Waterloo. These data fall into the following four categories:

- Online resources and links
- Online seminars and courses
- Face-to-face workshops and support
- Certificate/Diploma programs

Details of these data can be found in Appendices A and B.

In reviewing these data in conjunction with the breakdown of survey data into stakeholder groups (Appendix G), it appears that in many cases, current professional development offerings could be addressing the needs of most stakeholders, if the offerings were available across institutions. However, the reality is that they are not. Thus, increasing access to currently existing opportunities across institutions would be an important component of this professional development program, and should be encouraged in conjunction with the initial development of a limited number of system-wide professional development opportunities.

There are also certain stakeholder groups with interests in topics which do not appear on the lists of present offerings. For example, there is significant interest across several stakeholder groups in the future of online learning, and in strategic planning for mixed-mode and online learning. Detailed analysis for each stakeholder group would create stakeholder specific lists of potential topics for professional development workshops/online courses that could subsequently be developed, if demand remained strong.

The second category includes the data regarding stakeholders' suggestions about professional development opportunities. Most of these data came from the online survey, although some of it came from personal discussions. These data are related to the following topics:

- Currently offered professional development opportunities that should be continued
- Ideas to guide the development of professional development opportunities
- Ideas to guide the development of "showcase" professional development opportunities
- Aspects of professional development important to respondents
- Preferred professional development topics related to teaching and learning
- Preferred professional development topics related to use of specific tools and/or software
- Preferred professional development topics related to the implementation of mixed-mode & online courses and/or programs
- Preferred forms of recognition for investment in professional development
- Preferred types and formats of professional development opportunities
- Preferred methods for communicating information about professional development opportunities to potential participants

Highlights from these data are presented below. In some instances, all of the responses are presented. In others, the responses above 50% are presented. The entire data set is available in Appendix E.

Currently offered professional development activities

The currently offered professional development activities that most respondents wanted to see continued include training courses, spring and fall ETUG workshops, online collections of resources, cases and research findings, and bringing institutions together.

Figure 8 **Currently offered professional development activities**
Survey question: *I would like to see the following currently offered professional development activities continue to be available. Please select all that apply.*

Type of activity	Number of responses	Response ratio
Training courses	112	77%
Spring & Fall Educational Technology Users' Group (ETUG) workshops	98	67%
Online collections of resources, cases & research findings	96	66%
Bringing institutions together	77	53%
Online communities	65	45%
Webcasts/webinars	64	44%
Virtual conferences	60	41%
Working groups	54	37%
Vendor demonstrations	38	26%
Workshops - away, home institution, online	4	3%
Other - Moodle training, F2F ed tech coordinator meetings, Instructional Skills Workshop (ISW) for online faculty, coordinate with Vancouver Community College's (VCC) Instructor Diploma courses, less 'presentation' more facilitated discussion, certificate & degree programs in Ed Tech.	6	4%

Additional comments related to currently available opportunities (see below) fell into six categories. These included:

- Face-to-face opportunities needed
- Communication issues
- Different kinds of online opportunities needed
- Thanks to BCcampus
- Topic/equipment specific needs
- Other concerns

Figure 9

Additional Comments

Survey question: *I have the following additional comments.*

Number of responses: 27

General Topic of Comments	Quotes
Face-to-face opportunities needed (7 responses)	<ul style="list-style-type: none"> • <i>Face to face workshops are needed at institutions that are outside the Lower Mainland.</i> • <i>Meeting counterparts both F2F & virtually from other BC institutions is extremely beneficial to sharing information.</i> • <i>Setting aside time for self-directed, online learning is always challenging. When scheduled event is held away from my home institution, there is a greater chance that I will 'carve out' the time needed to attend.</i> • <i>My prime interest is in meeting & cooperating with people who are also teaching & designing online & blended courses.</i> • <i>The chance to network F2F with others in the field is invaluable. I would suggest more specific themes for the ETUG conferences rather than a series of general ed. tech. workshops/seminars.</i> • <i>I'd even like time to meet with colleagues at my college to share ideas about our online teaching.</i> • <i>Might want to consider providing funding to enable staff exchanges between institutions.</i>
Communication issues (5 responses)	<ul style="list-style-type: none"> • <i>I'm not sure what working groups & training courses are currently available.</i> • <i>I am not familiar with ETUG I am not familiar with the range of online communities that exists.</i> • <i>I don't think the information on these activities is that easy [sic]. For instance, I did not know that there are ETUG workshops.</i> • <i>BCcampus needs to consult much more effectively with instructors prior to making policy & platform changes - the difficulties experienced last summer with the introduction of the new portal were EXTREMELY detrimental to instructors but more importantly, EXTREMELY difficult for students.</i> • <i>I haven't heard of any currently available training courses.</i>
Different kinds of online opportunities needed (4 responses)	<ul style="list-style-type: none"> • <i>Online training for faculty to prepare them to teach online.</i> • <i>I coordinate approximately 800 technical instructors around the province...these instructors have minimal adult education training so I would be interested in any workshops that focus on basic adult education theory, instructional design, lesson planning, classroom management, & instructional methodologies. And if these topics could be delivered via an online framework. Thanks. Barrie Morrison, Paramedic Academy, JI</i> • <i>As a beginner who is intimidated by technology, I often find myself out of my depth in trying online courses. Could there be something very monkey-see-do for people like me?</i> • <i>I would like to see more institutions offer courses towards degrees through distance options.</i>
Thanks (4 responses)	<ul style="list-style-type: none"> • <i>Keep up the good work.</i> • <i>I really appreciate the fact that BCcampus allows us (Yukon College) to participate in the online community - it's been invaluable.</i> • <i>Online education excites me - the possibilities are incredible - I have learned so much over the past few years of teaching online by the seat of my pants & through taking workshops/courses & harassing our tech department.</i> • <i>I particularly enjoyed the format & content of your last ETUG.</i>

Topic/equipment specific needs (3 responses)	<ul style="list-style-type: none"> • <i>I would value coordinated efforts to bring in externally accredited training streams in industry standard software in web design, audio & video tools.</i> • <i>It would be productive to have a 'Math' specific online course design & production wkshp. Pre-calculus & calculus levels might be a good starting point.</i> • <i>No kiosk computers - can't go any further</i>
Other concerns (4 responses)	<ul style="list-style-type: none"> • <i>We need to change the culture in most of our institutions to make online more accepted.</i> • <i>I am concerned about the Ministry's "across the board" support for online delivery, given the cutbacks in the areas of basic literacy. I also believe that online learning is not the best method of delivery for many applied science courses.</i> • <i>It is very important to keep learning. More funding is needed.</i> • <i>None of the currently offered professional development activities are useful to me. I have participated in several webcasts, & there are usually few participants & the format is usually a lecture with little meaningful interaction.</i>

Respondents were also asked to recommend currently available professional development activities to others. Their recommendations are presented in Figure 10. These recommendations should be made available to all stakeholders - perhaps through the Edtech Online Community.

Figure 10 Recommendations of currently available professional development opportunities

Survey question: *I would recommend the following currently available professional development opportunities to others. Please provide URLs or contact information.*

Number of responses: 9

Recommended Opportunities	
<input type="checkbox"/>	BCcampus Online Development with WebCT course, anything run by BCcampus, BCcampus online courses (mentioned three times)
<input type="checkbox"/>	Facilitating Online Interaction < http://fullcirc.com >
<input type="checkbox"/>	Design & facilitation courses < http://concord.org >
<input type="checkbox"/>	University of Calgary Continuing Studies Certificate in e-Learning < http://cted.ucalgary.ca >
<input type="checkbox"/>	Provincial & Territorial Libraries Association of Canada - Education Institute < www.thepartnership.ca/education >
<input type="checkbox"/>	Vancouver Community College's Instructor Diploma Program & new online learning/teaching courses < http://www.instructordiploma.com > (mentioned twice)
<input type="checkbox"/>	SFU WIC course - six months
<input type="checkbox"/>	WebCT courses
<input type="checkbox"/>	Justice Institute < http://www.jibc.ca >
<input type="checkbox"/>	Too many to list

Ideas to guide the development of professional development opportunities

The top three ideas here are related to “a sandbox” to “play in,” and sustained and flexible professional development activities accessed anywhere, anytime. The focus of the remaining ideas which received more than a 50% response rate include the opportunity to learn from known experts, and a focus on collaboration among educators. Detailed preferences categorized by stakeholder group can be found in Appendix G.

Figure 11 Ideas to guide the development of professional development opportunities
Survey question: *I would like to see the following ideas guiding the development of professional development opportunities. Please select all that apply.*

Ideas	Number of responses	Response ratio
Provide “places to play” with new technologies	106	77%
Support sustained professional development activities over time	96	70%
Provide flexible professional development activities accessed anywhere, anytime	93	67%
Provide opportunities to participate in professional development led by nationally or internationally known experts	80	58%
Plan and offer professional development events by educators	79	57%
Create a community of practitioners who are using online and/or mixed-mode learning in their teaching and who can support each other	78	57%
Collaboratively develop workshop sessions that could be offered by each institution	73	53%
<i>5 categories below 50% - see Appendix E</i>		

Ideas to guide the development of “showcase” professional development offerings

The top ideas here are focused on what is happening in BC, modeling of and uses for new technologies, and learning from others’ experiences - both good and bad. Detailed preferences categorized by stakeholder group can be found in Appendix G.

Figure 12 Ideas to guide the development of “showcase” professional development offerings
Survey question: *I would like to see the following ideas guiding the development of “showcase” professional development offerings. Please select all that apply.*

Ideas	Number of responses	Response ratio
Showcase what is going on at BC institutions	106	80%
Model new technologies and some possible educational uses	104	78%
Share implementation attempts that didn’t work and why	89	67%
Share success stories	86	65%
Showcase people who are using educational technology and the processes they have used	83	62%
Model new course offerings	67	50%
Other, please specify: <i>Showcase a range of student perspectives, too</i> <i>International stories</i> <i>Technology used by specific fields, e.g. language</i>	3	2%

Important aspects of professional development

The most important aspects of professional development identified through this question are a focus on best practices, and choice in engaging in professional development. Respondents also wanted to engage in self-paced learning, and explore online learning. Detailed preferences categorized by stakeholder group can be found in Appendix G.

Figure 13 Important aspects of professional development
Survey question: *The following aspects of professional development are important to me. Please select all that apply.*

Important aspects	Number of responses	Response ration
Finding out about best practices	101	74%
Engaging in professional development when I choose to do so	95	69%
Engaging in self-paced learning	79	58%
Exploring online learning	69	50%
<i>7 categories below 50% - see Appendix E</i>		

Topics of interest to respondents

The principal topics of interest related to instructional design and teaching focus on instructional design for mixed-mode and online courses, implementation of active learning strategies, teaching and facilitating online courses, and assessing and evaluating student work in the online environment. Detailed preferences categorized by stakeholder group can be found in Appendix G.

Figure 14 **Topics of interest related to instructional design and teaching**
Survey question: *The following professional development topics related to instructional design and teaching would interest me. Please select all that apply.*

Topics of interest related to instructional design and teaching	Number of responses	Response ratio
Instructional design for mixed-mode courses	80	59%
Implementing active learning strategies	79	59%
Teaching and facilitating online courses	76	56%
Assessing and evaluating student work in the online environment	76	56%
Instructional design for online courses	75	56%
<i>14 categories below 50% - see Appendix E</i>		

The top choices related to specific tools and/or software include being introduced to new technology tools as they become available, and subsequently learning how to use these newer technologies as they become more commonly accepted. Detailed preferences categorized by stakeholder group can be found in Appendix G.

Figure 15 **Topics of interest related to specific tools and/or software**
Survey question: *The following professional development topics related to using specific tools and/or software would interest me. Please select all that apply.*

Topics related to specific tools and/or software	Number of responses	Response ratio
Introduction to new tools as they become available	80	62%
Using social software (e.g. blogs, wikis) in your teaching	75	58%
Using streaming media in your teaching	72	55%
<i>15 categories below 50% - see Appendix E</i>		

The focus related to the implementation and management of mixed-mode and online courses and/or programs is clearly on looking toward the future of online learning, and strategic planning for both mixed-mode and online learning. Detailed preferences categorized by stakeholder group can be found in Appendix G.

Figure 16 **Topics of interest related to the implementation and management of mixed-mode and online courses and/or programs**

Survey question: *The following professional development topics related to the implementation and management of mixed-mode and online courses and/or programs would interest me. Please select all that apply.*

Topics related to the implementation and management of mixed-mode and online courses and/or programs	Number of responses	Response ratio
The future of online learning	78	65%
Strategic planning for online learning	65	54%
Strategic planning for mixed-mode learning	61	51%
<i>9 other categories below 50% - see Appendix E</i>		

Receiving recognition for investment in professional development as a participant and/or a session leader

By far the most important type of recognition for investment in professional development identified here is funded release time. This is followed by the ability to recognize prior learning, and the ability to include credits from a variety of institutions. Detailed preferences categorized by stakeholder group can be found in Appendix H.

Figure 17 Receiving recognition for investment in professional development as a participant and/or a session leader

Survey question: *It is important to me to receive some form of recognition of my investment in professional development - both as a participant and/or as a session leader.*

Types of recognition	Strongly agree/ Agree	Neutral	Disagree/ Strongly disagree
Funded release time	75%	16%	9%
Ability to recognize prior learning	61%	27%	11%
Ability to include credits from a variety of institutions	59%	26%	16%
Letter from BCcampus to me	53%	28%	19%
Ability to build up credits toward a certificate or diploma	52%	30%	19%
Letter from BCcampus to my manager	50%	27%	24%
Ability to build up credits based on an organized curriculum for specific career learning paths	49%	29%	21%
Ability to ladder credit into university or university college	43%	32%	25%
Other, please specify: 11 Comments related to specific options above - see Appendix E			

Preferred types and formats of professional development activities

Interest in professional development newsletter

Respondents are interested in a bi-weekly, electronic newsletter, focused on the needs of the target audience. Options include pdf printable, a blog, rss feeds, etc. Detailed preferences categorized by stakeholder group can be found in Appendix I, and by level of user in Appendix J.

Figure 18 Interest in professional development newsletter

Survey question: *I would be interested in subscribing to a weekly or bi-weekly professional development newsletter focusing on tips, tricks, how to's, etc. about educational technology and online learning. Please select all that apply.*

Type of newsletter	Number of responses	Response ratio
Electronic	88	69%
Bi-weekly	55	43%
Perhaps, please specify: Excellent idea if target audience needs identified Electronic delivery, PDF printable At my level or slightly above only If it was a blog Bi-weekly electronic Depends on content & how it relates to my needs If online learning was implemented in my area Once a month I have too much reading as it is If customizable, selecting what topics; RSS feeds		

Interest in accessing a dedicated electronic space

The most preferred type of activity within a dedicated electronic space is to be able to “play with new technology”. Other preferences include exploring and playing with peer-reviewed (best practice) courses, accessing quickstart instructions and existing resources (learning objects), and working through self-paced tutorials. Detailed preferences categorized by stakeholder group can be found in Appendix I, and by level of user in Appendix J.

Figure 19 Interest in accessing a dedicated electronic space

Survey question: *I would be interested in accessing a dedicated space that would allow me to do the following on a 'just-in-time' basis. Please select all that apply.*

Preferred types of activities within dedicated electronic space	Number of responses	Response ratio
Play with new technology	99	84%
Explore & play with model peer-reviewed courses (in instructor view) that would then re-set themselves	78	66%
Work through self-paced online tutorials for specific activities	75	64%
Access quickstart instructions to get me going with specific activities	71	60%
Access quickstart instructions to get me going with specific software packages	68	58%
Access & choose existing resources (learning objects) that I can use in building my courses	68	58%

Work through self-paced online tutorials for specific software packages	65	55%
3 categories below 50% - see Appendix E		

Types of professional development offerings respondents would participate in

The first choice for professional development offerings for all respondents, by far, is face to face workshops at their home institutions. Only 11% said they would only occasionally or hardly ever attend such an offering. The second choice is completely asynchronous online courses, although 31% of respondents stated that they would only occasionally or hardly ever attend such an offering. Detailed preferences categorized by stakeholder group can be found in Appendix K, and by level of user in Appendix L.

Figure 20 **Types of professional development offerings respondents would participate in**
Survey question: *I would participate in the following types of professional development offerings.*

Types of professional development offerings	Almost always/ Frequently	Somet imes	Occasionally/ Hardly ever
Face to face workshops at my campus(es)	49%	31%	11%
Online courses (completely asynchronous)	36%	33%	31%
Focused series of face-to-face, mixed-mode and/or online courses leading to a certificate	31%	24%	44%
Blended models (some online work with a F2F workshop to start off or wrap up)	29%	37%	34%
Self-paced online course with built-in feedback but no moderator	27%	31%	41%
Online courses (cohort model with fixed dates)	23%	36%	41%
Face to face workshops at other institutions' campuses	13%	38%	49%

Additional detailed comments are available in Appendix E.

Preferred timing for professional development offerings

Preferred months vary, depending on the type of offering, but in general, May is the preferred month for all types. Detailed preferences categorized by stakeholder group can be found in Appendix K, and by level of user in Appendix L.

Figure 21 Preferred timing for professional development offerings
Survey question: *I would prefer to participate in XXX professional development offerings during the following months. Please select all that apply.*

Type of offering	Feb	Mar	Apr	May	Jun	Oct	Nov
Face to face	38%		41%	64%	58%	38%	39%
Mixed - mode	44%		41%	59%	50%	42%	41%
Online	59%	51%	52%	63%		56%	56%

Preferred length of professional development offerings

The general comment for many respondents was “*it depends on ...*”. Despite this, however, the preferred format for face to face offerings was 1 day, while the preferred format for online offerings was ½ - 1 day. Detailed preferences categorized by stakeholder group can be found in Appendix K, and by level of user in Appendix L.

Figure 22 Preferred length of professional development offerings
Survey question: *I would prefer to participate in a single XXX professional development offering for the following length of time. Please select all that apply.*

Type of offering	2-3 hours	1 day	2 days
Face to face	47%	75%	46%

Type of offering	½ - 1 day	2-4 days	1 week	2-4 weeks
Online	54%	31%	29%	29%

Additional information is available in Appendix E.

Communicating information about professional development opportunities

By far the two most preferred methods of communicating information about professional development opportunities identified were via email and websites. After that, individuals wanted to hear about opportunities through institutional teaching/learning and/or technology centres, and through online community postings. Detailed preferences categorized by stakeholder group can be found in Appendix I, and by level of user in Appendix J.

Figure 23 **Communicating information about professional development opportunities**
Survey question: *I would recommend that information about professional development opportunities be made available in the following ways. Please select all that apply.*

Ways to communicate information	Number of responses	Response ratio
Email	97	78%
Websites	91	73%
Through institutional teaching, learning and/or technology centres	50	40%
Online community postings	49	40%
<i>8 categories below 50% - see Appendix E</i>		

“Learning Together - Participate, Collaborate, Innovate, Showcase and Share Program”

Recommendations for Consideration and Review

Background

As was pointed out by many respondents, there already exist in BC numerous opportunities for professional development related to educational technology and online learning. Individual public post-secondary institutions offer professional development, as does BCcampus itself, both directly and in conjunction with the Educational Technology Users Group (ETUG). So do other academic, administrative and professional associations and private sector organizations. Respondents were clearly concerned that these existing efforts not be duplicated, and that any professional development offerings meet the stated needs of the participants, rather than needs perceived by the program developers.

A provincial public post-secondary institution professional development committee exists, the Universities Colleges and Institutes Professional Development Committee (UCIPD). This Committee was originally sponsored by the Centre for Curriculum, Transfer and Technology (C2T2) until its demise, and continues to operate, led by a planning team of members from various public post-secondary institutions, meeting twice yearly. Members of this committee are individuals identified by their institutions as having responsibility for some or all aspects of professional development at their institutions, including professional development related to educational technology and online learning. Among the goals of the Committee are the collaboration and sharing of ideas and expertise across institutions, and the provision of professional development for professional developers. Consultation with this committee should be a key aspect of the development of any new provincial professional development program for public post-secondary educators.

Proposed Program

In looking at the data overall, three major themes emerge (in no particular order):

- One that revolves around collaboration, communication and consultation,
- A second that concentrates on recognizing, sharing and learning from existing BC expertise, and
- A third that is focused on working to increase desired professional development opportunities for all, without duplicating existing efforts .

The preferred approach to professional development is as an active, contribution-based activity for everyone involved, rather than something that others do to or for them. However, a perceived lack of resources (in particular, time and funding) is seen as limiting the ability of many to contribute at this point.

Given these overarching themes, and based on the analysis of the data collected and additional research, a comprehensive professional development program for educators across the BC public post-secondary system may be conceived of as incorporating five interrelated and overlapping aspects:

- Participation
- Collaboration

- Innovation
- Showcasing
- Sharing

Participation is related to all aspects of learning, individually or in groups, taking advantage of a variety of opportunities and resources.

Collaboration implies participants working together to achieve common goals.

Innovation includes developing and adapting ideas, approaches and ways of using existing and new theories and tools, synergistically.

Showcasing refers to highlighting expertise, ideas, approaches, contributions and new media development.

Sharing focuses on individual, unit and institutional contributions to the success of the program in all its aspects.

The learning path framework which is proposed as one of the recommendations is also based on these five aspects (see Appendix M).

The recommendations presented below have been developed with these themes and program aspects in mind, based on the respondents' detailed comments about guiding principles, approaches and types of opportunities and resources they would welcome. The integration of the recommendations is such that many of them overlap one or more of the five program aspects, as indicated

The 22 recommendations are related to five major topics. The topic areas are:

- Plan, initiate, manage and promote this program as one collaboratively developed by and for the participants, building on what currently exists, with the support and leadership of BCcampus
- Use Requests for Proposals (RFPs) to Encourage Collaboration and 'Buy-in'
- Collaboratively incorporate existing professional development opportunities and resources, and develop additional ones, based on stakeholder requests and needs
- Establish feedback and quality assurance cycles for all aspects of the program
- Ensure clear, detailed and timely information about existing and future professional development resources and opportunities is provided to all stakeholders across the province

The detailed recommendations are presented below.

Recommendation	Participate	Collaborate	Innovate	Showcase	Share
<i>Plan, initiate, manage and promote this program as one collaboratively developed by and for the participants, building on what currently exists, with the support and leadership of BCcampus</i>					
<p>Create a process for cross-institution consultation, direction and feedback</p> <ul style="list-style-type: none"> ▶ Build on and work with the existing related committees/groups, which include: <ul style="list-style-type: none"> • Current BCcampus Advisory Committee - policy level • UCIPD - professional development and instructional design/teaching/learning issues • ETUG - Professional development & teaching/learning with technology issues ▶ Perhaps create a specific advisory committee for this program that consists of representatives from both UCIPD and ETUG, or work with UCIPD and encourage some representatives of ETUG to become members of UCIPD, if they are not already 		X	X		X
Consider a name for the program that incorporates the idea of working together to build on what now exists to create something new, exciting and different that otherwise couldn't be done - for example, the <i>"Learning Together - Participate, Collaborate, Innovate, Showcase and Share Program"</i>		X	X		X

<i>Recommendation</i>	<i>Participate</i>	<i>Collaborate</i>	<i>Innovate</i>	<i>Showcase</i>	<i>Share</i>
<p>Use an appreciative inquiry approach in working with each institution</p> <ul style="list-style-type: none"> ▶ Identify areas where they have expertise they'd be interested in sharing or collaborations they would like to be involved with ▶ Recognize contributions provided by individuals and institutions to the collaborative process and program, e.g. <ul style="list-style-type: none"> • An award for something initiated in the 'sandbox' that ultimately becomes part of the provincial program • Time and/or funding to support the learning of individuals who are willing to share their learning with others 	X	X	X	X	X
<p>Provide support and resources (from BCcampus) to enable this collaboration to happen</p> <ul style="list-style-type: none"> ▶ Hire a BCcampus program coordinator, perhaps 50% time, to: <ul style="list-style-type: none"> • Coordinate the program • Facilitate consultation among institutions • Edit/co-edit the newsletter and/or website • Work with individuals and committees to identify and advertise/market opportunities and resources province-wide • Other related duties ▶ Call for proposals for funding to design, organize, lead, collect feedback on and make recommendations to improve 'travelling road shows' ▶ Call for proposals for funding to design, organize, lead, collect feedback on and make recommendations to improve 'showcases' ▶ Provide funded release time for development and/or facilitation of PD opportunities for the program ▶ Provide funds for professional development attendance beyond what institutions currently provide ▶ Provide clerical support for development teams ▶ Provide committee support ▶ Provide servers, licensing, software, and technical support ▶ Develop peer-review process for model courses for people to explore 	X	X	X	X	X

<i>Recommendation</i>	<i>Participate</i>	<i>Collaborate</i>	<i>Innovate</i>	<i>Showcase</i>	<i>Share</i>
<p>Provide a learning path framework for participants (see more extensive discussion and detailed Learning Path Framework in Appendix M)</p> <ul style="list-style-type: none"> ▶ Professional development opportunities may be conceived of as involving one or more of the aspects of the program: <ul style="list-style-type: none"> • Participation • Collaboration • Innovation • Showcasing • Sharing ▶ Encourage individuals to develop personal professional growth plans using the learning path framework and encouraging reflection on learning as part of the process ▶ Depending on the role of an individual, e.g. faculty member, educational technologist, instructional developer, etc. - his/her particular learning path might encompass more or fewer opportunities from different parts of the framework, focusing on different topics and levels of expertise ▶ Progression along an individual's chosen learning path might be 'vertical' - i.e. developing more advanced levels of knowledge or skills in a particular area/field, or 'lateral' - i.e. diversifying knowledge and skills across areas/fields, or both ▶ Work with individuals in the various roles to develop some example role specific learning paths to share with all stakeholders ▶ Developing some type of graphic to help individuals conceptualize this idea could support more reflective planning and implementation of individual personal professional growth plans 	X			X	X

<i>Recommendation</i>	<i>Participate</i>	<i>Collaborate</i>	<i>Innovate</i>	<i>Showcase</i>	<i>Share</i>
<i>Use Requests for Proposals (RFPs) to Encourage Collaboration and 'Buy-in'</i>					
<p>Provide opportunities for representatives of each institution to identify the professional development offerings, resources, and services available at their institutions that they could see becoming part of this collaborative program, with various kinds of support from BCcampus</p> <ul style="list-style-type: none"> ▶ Delineate the kinds of support that would be available from BCcampus for individuals/units/institutions interested in collaborating (see further recommendation below) ▶ Identify the expectations BCcampus would have with respect to expertise of the individuals who would be leading sessions as part of this program ▶ Identify the types of collaboration and/or increased access to opportunities that would be ▶ Ask the institutional representatives to identify any specific challenges they could foresee that might limit their participation 	X	X	X	X	X
Send RFPs to the UCIPD committee, ETUG, and the educational institutions to encourage increased collaboration	X	X	X	X	X
<p>Ask for proposals to develop and offer 'travelling road shows'</p> <ul style="list-style-type: none"> ▶ Use this concept to help develop capacity at the institutions the 'road show' visits, with the idea being that part of the proposal is to include mentoring from the individuals who develop and lead the road show for representatives at the institutions the road show visits 	X	X	X	X	X

<i>Recommendation</i>	<i>Participate</i>	<i>Collaborate</i>	<i>Innovate</i>	<i>Showcase</i>	<i>Share</i>
<p>Ask for proposals for various kinds of professional development collaborations that would fit within the program as it is initially visualized, or for additional kinds of collaborations that might expand the program</p> <ul style="list-style-type: none"> ▶ RFPs could range in amount from \$1000 to a maximum of \$50,000, given a total investment of \$200,000 - \$300,000 ▶ The number of \$50,000 proposals approved should be limited to a maximum of 2 in any given year ▶ For the first year, choose 2-4 pilot projects (based on the survey results) to ask for proposals for - e.g. ‘travelling road shows,’ ‘showcases,’ etc. ▶ Each RFP should include letters of support from stakeholders, units and/or institutions ▶ Proposals might be approved with reduced amounts of funding ▶ Encourage smaller projects that would provide access to existing opportunities or resources, or the development of new opportunities or resources, that are in high demand, based on the survey results 	X	X	X	X	X
<p>Ask for proposals to develop and offer 2-4 ideas from the online survey as pilot projects to show what can be done</p> <ul style="list-style-type: none"> ▶ Set this RFP up in such a way as to ensure success, which might include, for example, encouraging specific individuals/institutions to submit proposals for these pilots ▶ Include, as part of the RFP for these pilots, opportunities for support for the developers in terms of funding, release time, clerical support, technological support, etc. ▶ Use the feedback from and the results of these pilot projects to support requests for subsequent funding to more broadly implement the program 	X	X	X	X	X

Recommendation	Participate	Collaborate	Innovate	Showcase	Share
<i>Collaboratively incorporate existing professional development opportunities and resources, and develop additional ones, based on stakeholder requests and needs</i>					
Create a dedicated electronic space (“ETUG Playland”) that can be accessed anywhere, at any time, and will allow individuals to: <ul style="list-style-type: none"> ▶ Have a “place to play” with new technologies ▶ Explore and play with model peer-reviewed courses (in instructor view) that would then re-set themselves ▶ Easily access existing and new resources, including learning objects ▶ Further develop a community of practice ▶ Work online to collaboratively develop workshops and/or resources ▶ Identify themselves as individuals with expertise to share ▶ Identify and learn about best practices ▶ Access quickstart instructions about specific activities and specific software packages ▶ Participate in self-paced online tutorials ▶ Link to online courses ▶ Access collaborative tools such as blogs and wikis 	X	X	X	X	X
Encourage/facilitate a peer mentoring program across institutions	X	X			X
Encourage/facilitate a staff exchange program across institutions	X	X			X
Offer virtual conferences to eliminate travel costs, and encourage individuals to attend with a friend	X	X	X	X	X
Given the preference for face-to-face workshops and support, develop some ‘showcase’ offerings that can be taken on the road to different institutions: <ul style="list-style-type: none"> ▶ Focus on BC expertise and best practices ▶ Model new technologies and possible uses ▶ Share implementation attempts that worked and those that didn’t, and why ▶ Emphasize events planned by educators for educators 	X	X	X	X	X

<i>Recommendation</i>	<i>Participate</i>	<i>Collaborate</i>	<i>Innovate</i>	<i>Showcase</i>	<i>Share</i>
<p>Preferred formats and times for structured professional development opportunities:</p> <ul style="list-style-type: none"> ▶ Either face-to-face or online events, or both, in one day formats ▶ Face-to-face - May & June ▶ Mixed-mode - May & June ▶ Online - May & February 	X	X			X
<p>Identify and share information about existing workshop opportunities, or develop new ones, that focus, initially, on the following topics:</p> <ul style="list-style-type: none"> ▶ Instructional design for mixed-mode and online courses ▶ Implementing active learning strategies in mixed-mode and online courses ▶ Teaching and facilitating online courses ▶ Assessing and evaluating student work in the online environment ▶ Introductions to new tools as they become available ▶ Using social software in teaching ▶ Using streaming media in teaching ▶ The future of online learning ▶ Strategic planning for mixed-mode and online learning 	X	X	X	X	X

Recommendation	Participate	Collaborate	Innovate	Showcase	Share
<i>Establish feedback and quality assurance cycles for all aspects of the program</i>					
<p>Design a triangulated feedback process into both the planning and implementation cycles</p> <ul style="list-style-type: none"> ▶ The types of feedback and approaches to gathering it should be designed specifically for each type of PD offering or resource, and for each stage of the development and implementation ▶ For example, feedback should be gathered and shared on the success, value to the users, and suggestions for improvement for the newsletter, the dedicated electronic space, the events/offerings developed, the learning path concept, etc. ▶ Formative and summative feedback would be needed to ensure the best possible program ▶ Depending on what the feedback is for, it should be provided by users/participants, writers/developers/facilitators, managers/administrators, etc. ▶ Feedback can be provided in many ways, for example in written form, verbally in focus groups, electronically using feedback forms created in Zoomerang or Survey Monkey, etc. ▶ Results of the feedback should be used to improve all aspects of the program, and the use made of the feedback should be reported back to the stakeholders 	X	X	X	X	X
<i>Ensure clear, detailed and timely information about existing and future professional development resources and opportunities is provided to all stakeholders across the province</i>					
<p>Communicate information about professional development opportunities through these preferred formats:</p> <ul style="list-style-type: none"> ▶ Email ▶ Websites ▶ Institutional teaching, learning and/or technology centres ▶ Online community postings 	X	X			X

<i>Recommendation</i>	<i>Participate</i>	<i>Collaborate</i>	<i>Innovate</i>	<i>Showcase</i>	<i>Share</i>
<p>Develop and offer to stakeholders a bi-weekly electronic (PDF printable) professional development newsletter about educational technology and online learning.</p> <ul style="list-style-type: none"> ▶ Possible topics might include tips, tricks, how to's, ideas, exemplars, links, details about PD opportunities, 'heads up' about neat new stuff on BCcampus website & elsewhere. ▶ Essential for success to identify target audience members' needs. Given that there are a variety of user groups, individual issues might have particular themes, related to specific user group members' interests and needs. ▶ Call for content ideas/items from stakeholders ▶ Customizable, so that stakeholders could select info specifically on what they are interested in, with RSS feeds. ▶ Provide an opportunity to sign up for a subscription which then provides an email announcement of the latest issue, with a link to it. Once individuals have linked to it, they can then access archived issues, as well as search the articles/info in the archived issues. ▶ Etc. 	X	X		X	X
<p>Encourage teaching, learning and technology centres and related units across all BC public post-secondary institutions to link to the BCcampus online community site, and link to their sites</p> <ul style="list-style-type: none"> ▶ Provide these centres with wording to describe the site, and offer to link to their sites ▶ Link to their RSS feeds where available (and vice versa) to share information about PD opportunities available across the province ▶ Encourage these centres and units to provide information about upcoming BCcampus related opportunities through the 'News' features of their websites or through their newsletters/listserves, etc. and offer to do the same for them 	X	X	X	X	X

<i>Recommendation</i>	<i>Participate</i>	<i>Collaborate</i>	<i>Innovate</i>	<i>Showcase</i>	<i>Share</i>
Re-organize/add to the EdTech Online Community section of the BCcampus website. <ul style="list-style-type: none"> ▶ Add more and different ways for people to participate and to link to items in the database/archives. ▶ Use technology tools to make these changes to encourage more collaboration and feelings of community ownership among stakeholders, e.g. wiki ▶ Provide a way for people to self-identify as experts willing to be contacted about ‘X’ technology or approach of teaching with technology ▶ Provide a way for representatives of different campuses to highlight new media development at their institutions - links to people, networks, exemplars ▶ Improve the navigation and/or provide more information about how to find the resources available to encourage more people to use the site for professional development ▶ Etc. 	X	X	X	X	X
Provide information about existing recommended professional development activities identified in the survey to all stakeholders: <ul style="list-style-type: none"> ▶ Through the Edtech Online Community ▶ Through other communication methods as they are developed 	X	X			X

Conclusions and Next Steps

Many different stakeholders across BC provided ideas and suggestions about professional development for this project. The report focuses on those ideas which appeared to be commonly preferred by the total group of respondents. These common preferences provide the data on which the recommendations to develop an initial version of the “*Learning Together - Participate, Collaborate, Innovate, Showcase and Share Program*” are based.

However, many innovative and valuable ideas were suggested which merit further review and discussion, and can be found in the detailed survey results, the notes from the meetings, and the environmental scan data. Further review of these data, including the category specific data for each stakeholder group, is indicated. There are certainly some needs expressed by the specific stakeholder groups which do not appear to be met by currently available professional development offerings.

Many stakeholders who provided data for this project were interested in reviewing and providing feedback on the recommendations. Their feedback would certainly be of value in improving and further developing the concept.

Appendix A - Professional Development Offered at BC Public Post-secondary Institutions Colleges

<i>Online Resources and Links</i>	<i>Online Seminars & Courses</i>	<i>Face-to-face Workshops & Support</i>	<i>Certificate/Diploma Programs</i>
<input type="checkbox"/> Bccampus <input type="checkbox"/> Communication management <input type="checkbox"/> Courseware management <input type="checkbox"/> Creating listservs <input type="checkbox"/> Creating PowerPoint presentations <input type="checkbox"/> Creating audio/video resources <input type="checkbox"/> Creating electronic quizzes <input type="checkbox"/> Definitions and concepts <input type="checkbox"/> Designing Websites <input type="checkbox"/> Developing an online course <input type="checkbox"/> Ed tech software tools <input type="checkbox"/> EdTech organizations, journals, discussion and user groups, other institutions' resources <input type="checkbox"/> File conversion and management <input type="checkbox"/> Glossary <input type="checkbox"/> Instructional design <input type="checkbox"/> Instructional design models <input type="checkbox"/> Learning and technology <input type="checkbox"/> Learning theory links for online learning concepts	<input type="checkbox"/> Active Learning with Technology <input type="checkbox"/> Courses through the ed2go network - Thomson Learning <input type="checkbox"/> InterACTION experiences - building interaction into online courses <input type="checkbox"/> Macromedia Education Presentations <input type="checkbox"/> Reflective Practice Toolkit - Douglas College <input type="checkbox"/> Teaching and Learning Online - Camosun College <input type="checkbox"/> Virtual workshops on elearning topics - Okanagan College <input type="checkbox"/> WebCT tutorials	<input type="checkbox"/> Basic computing <input type="checkbox"/> Bccampus - funding, content sharing, course delivery <input type="checkbox"/> Become familiar with eClassrooms <input type="checkbox"/> Copyright & commons agreements <input type="checkbox"/> Creating course videos <input type="checkbox"/> Creating accessible websites <input type="checkbox"/> Customized workshops based on user needs <input type="checkbox"/> Delivering training <input type="checkbox"/> Engaging the online learner <input type="checkbox"/> Facilitating & assessing online discussions <input type="checkbox"/> File management <input type="checkbox"/> Free tools in education - wikis & more <input type="checkbox"/> Getting online series <input type="checkbox"/> Instructional Skills Workshops <input type="checkbox"/> Intro. to different software <ul style="list-style-type: none"> • Html • JavaScript • Wordprocessing programs • Presentation programs • Database programs • Web design programs • Spreadsheet programs • ePortfolios 	<input type="checkbox"/> Certificate in Online/eLearning Instruction - Vancouver Community College <input type="checkbox"/> Provincial Instructor Diploma Program - Vancouver Community College <input type="checkbox"/> Teaching and Learning Online

<i>Online Resources and Links</i>	<i>Online Seminars & Courses</i>	<i>Face-to-face Workshops</i>	<i>Certificate/Diploma Programs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Links to technical support staff <input type="checkbox"/> Links to plug-ins/content viewers <input type="checkbox"/> Merlot <input type="checkbox"/> Obtaining copyright <input type="checkbox"/> Online Learning <input type="checkbox"/> Open source software <input type="checkbox"/> Other software tools - Hot Potatoes, Quandary, Impatica, web searching <input type="checkbox"/> Resources on online/eLearning <input type="checkbox"/> Sample websites for mixed-mode courses <input type="checkbox"/> Sample online courses <input type="checkbox"/> Sample WebCT courses <input type="checkbox"/> Setting up functions within WebCT <input type="checkbox"/> Setting up WebCT courses <input type="checkbox"/> Using Internet resources to support classroom instruction <input type="checkbox"/> Web-based databases 		<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to digital images <input type="checkbox"/> Introductions to various online resources <ul style="list-style-type: none"> • Internet resources <input type="checkbox"/> Managing the Learning Process <input type="checkbox"/> Moodle workshops <input type="checkbox"/> Podcasting & other audio in education <input type="checkbox"/> Peer mentoring <input type="checkbox"/> Using institution specific portals <input type="checkbox"/> Webquests <input type="checkbox"/> WebCT workshops for New Users <ul style="list-style-type: none"> • Introduction to WebCT • Homepage design & tools • File & Content Management with WebCT • Communications in WebCT • Quizzes & Question Databases in WebCT • WebCT Assignments & Presentations 	

<i>Online Resources and Links</i>	<i>Online Seminars & Courses</i>	<i>Face-to-face Workshops</i>	<i>Certificate/Diploma Programs</i>
		<ul style="list-style-type: none"> • Grades & Student Management in WebCT • Glossary & Self-tests • Upgrading your course to Version XX □ WebCT workshops for Experienced Users <ul style="list-style-type: none"> • Working on a course in a supported environment, sharing with other instructors • Specific theme sessions based on instructor interests & suggestions 	

Institutes

<i>Online Resources and Links</i>	<i>Online Seminars & Courses</i>	<i>Face-to-face Workshops & Support</i>	<i>Certificate/Diploma Programs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Bccampus <input type="checkbox"/> Copyright <input type="checkbox"/> Creating websites <input type="checkbox"/> Creating PDF documents <input type="checkbox"/> Designing Websites <input type="checkbox"/> Developing programs <input type="checkbox"/> Email tips <input type="checkbox"/> Evaluating your teaching <input type="checkbox"/> eZines & articles <input type="checkbox"/> FAQs <input type="checkbox"/> Links to open source software <input type="checkbox"/> Links to plug-ins <input type="checkbox"/> Moodle How To's, Online manual <input type="checkbox"/> Moodle Demo Sites <input type="checkbox"/> Netiquette <input type="checkbox"/> Preparing your course <input type="checkbox"/> Protecting your PC <input type="checkbox"/> Sample online courses <input type="checkbox"/> Setting up functions within WebCT <input type="checkbox"/> Setting up WebCT courses <input type="checkbox"/> Teaching & testing <input type="checkbox"/> Teaching with technology <input type="checkbox"/> Web resources 	<ul style="list-style-type: none"> <input type="checkbox"/> Mixed-mode Instructional Skills Workshops <input type="checkbox"/> Moodle Tutorials 	<ul style="list-style-type: none"> <input type="checkbox"/> Copyright <input type="checkbox"/> Instructional Skills Workshops <input type="checkbox"/> Peer mentoring <input type="checkbox"/> Teaching with technology seminar series 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching with e-Ducational Technology - TWEET program - BCIT

University Colleges

<i>Online Resources and Links</i>	<i>Online Seminars & Courses</i>	<i>Face-to-face Workshops & Support</i>	<i>Certificate/Diploma Programs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Adult learning <input type="checkbox"/> Assessing learning <input type="checkbox"/> Building an online learning community <input type="checkbox"/> Converting course materials for the web <input type="checkbox"/> Course design <input type="checkbox"/> Create a Moodle course <input type="checkbox"/> Creating effective online discussions <input type="checkbox"/> e-Books <input type="checkbox"/> Instructional design <input type="checkbox"/> Learning theory <input type="checkbox"/> Learning object repositories <input type="checkbox"/> Links to teaching & learning centres <input type="checkbox"/> Links to academic departments in education & instructional technology <input type="checkbox"/> Online teaching & learning <input type="checkbox"/> Online educational resources <input type="checkbox"/> Partially online courses <input type="checkbox"/> Repositories of learning activities <input type="checkbox"/> Sample courses <input type="checkbox"/> Scholarship of teaching & learning <input type="checkbox"/> Student-centred collaborative learning <input type="checkbox"/> Using a course website 	<ul style="list-style-type: none"> <input type="checkbox"/> Moodle Tutorials 	<ul style="list-style-type: none"> <input type="checkbox"/> Beyond the classroom - online orientations <input type="checkbox"/> Creating online quizzes <input type="checkbox"/> Creating websites <input type="checkbox"/> Creating pdf files <input type="checkbox"/> Creating positive learning experiences with Moodle <input type="checkbox"/> Creative use of instructional media <input type="checkbox"/> Developing professional e-portfolios <input type="checkbox"/> File management <input type="checkbox"/> Instructional Skills Workshops <input type="checkbox"/> Introductions to different software <ul style="list-style-type: none"> • Html • JavaScript • Wordprocessing programs • Presentation programs • Database programs • Web design programs • Spreadsheet programs • ePortfolios <input type="checkbox"/> Peer mentoring <input type="checkbox"/> Photo editing for web pages <input type="checkbox"/> Teaching & learning online <input type="checkbox"/> WebCT related workshops 	

Universities

<i>Online Resources and Links</i>	<i>Online Seminars & Courses</i>	<i>Face-to-face Workshops & Support</i>	<i>Certificate/Diploma Programs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Archived Webcasts & seminar materials <input type="checkbox"/> Blogs <input type="checkbox"/> Creating meaningful online dialogue <input type="checkbox"/> e-Portfolios <input type="checkbox"/> Evaluating Teaching <input type="checkbox"/> Facilitating & assessing teamwork in the online environment <input type="checkbox"/> Facilitation skills - face-to-face & online <input type="checkbox"/> FAQs <input type="checkbox"/> Icebreakers <input type="checkbox"/> Installing plug-ins <input type="checkbox"/> Learning objects repositories <input type="checkbox"/> Lesson plan templates <input type="checkbox"/> Links to learning & teaching centres <input type="checkbox"/> Links re online teaching & learning <input type="checkbox"/> Links to useful software tools <input type="checkbox"/> Outcomes based assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Certificate in web-based instruction - Simon Fraser University <input type="checkbox"/> Designing & sustaining virtual communities <input type="checkbox"/> Online CMS tool tutorials <input type="checkbox"/> WebCT tutorials 	<ul style="list-style-type: none"> <input type="checkbox"/> Communities of practice sessions <input type="checkbox"/> Course design workshop <input type="checkbox"/> e-Learning tools workshops <input type="checkbox"/> Encouraging active learning in face-to-face & online environments <input type="checkbox"/> FAST - online feedback tool <input type="checkbox"/> Instructional Skills Workshops <input type="checkbox"/> Introductions to & advanced sessions on various software <ul style="list-style-type: none"> • Html • JavaScript • Wordprocessing programs • Presentation programs • Database programs • Web design programs • Spreadsheet programs • ePortfolios <input type="checkbox"/> One-on-one consulting <input type="checkbox"/> Peer mentoring <input type="checkbox"/> Plagiarism prevention services 	<ul style="list-style-type: none"> <input type="checkbox"/> Certificate Program in University Teaching & Learning - Simon Fraser University <input type="checkbox"/> Faculty Certificate Program on Teaching & Learning in Higher Education - University of British Columbia <input type="checkbox"/> Learning Facilitator Certificate - Royal Roads University

<i>Online Resources and Links</i>	<i>Online Seminars & Courses</i>	<i>Face-to-face Workshops</i>	<i>Certificate/Diploma Programs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Publishing web pages <input type="checkbox"/> Rubrics for assessing online discussions <input type="checkbox"/> Teaching online <input type="checkbox"/> Teaching & Learning Newsletters <input type="checkbox"/> Teaching Portfolios <input type="checkbox"/> Wikis & weblogs <input type="checkbox"/> Writing learning outcomes 		<ul style="list-style-type: none"> <input type="checkbox"/> Teaching & learning with technology series <input type="checkbox"/> Webboard - basics & beyond <input type="checkbox"/> WebCT workshops - for new & experienced users 	

**Appendix B - Professional Development Offered at a Selection of Alberta Institutions and at the
University of Waterloo
A Selection of Alberta Colleges**

<i>Online Resources & Links</i>	<i>Online Seminars & Courses</i>	<i>Face-to-face Workshops & Support</i>	<i>Certificate/Diploma Programs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Copyright resources <input type="checkbox"/> Links to BCcampus EdTech Online Community <input type="checkbox"/> Links to WebCT support <input type="checkbox"/> Links to teaching, learning & technology centres <input type="checkbox"/> Links to online education and educational technology journals <input type="checkbox"/> Links to Tip of the Week - Faculty Development Associates <http://www.developfaculty.com/tips.html> <input type="checkbox"/> Links to off-campus educational technology events <input type="checkbox"/> Teaching & learning resources <input type="checkbox"/> Using PowerPoint <input type="checkbox"/> WebCT resources 	<ul style="list-style-type: none"> <input type="checkbox"/> Computer use tutorials <input type="checkbox"/> Ed2Go courses <input type="checkbox"/> Getting results: A professional development course for college educators (free, live 24/7, 6 modules & self-assessment activities) <http://www.league.org/gettingresults/web/index.html> <input type="checkbox"/> Links to online courses across North America <input type="checkbox"/> Satellite delivered telecasts <input type="checkbox"/> STARLINK (Texas Association of Community Colleges) streaming video programs re teaching & learning online 	<ul style="list-style-type: none"> <input type="checkbox"/> Adult learning <input type="checkbox"/> Developing & integrating courseware - Olds College <input type="checkbox"/> Facilitating Enhanced Learning - Olds College <input type="checkbox"/> Instructional Certificate - Lethbridge College <input type="checkbox"/> Instructional Skills Workshops <input type="checkbox"/> Technology Skills Workshops <input type="checkbox"/> Technology & teaching 	

Institutes

<i>Online Resources & Links</i>	<i>Online Seminars & Courses</i>	<i>Face-to-face Workshops & Support</i>	<i>Certificate/Diploma Programs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Copyright resources <input type="checkbox"/> Curriculum development resources <input type="checkbox"/> Educational technology resources <input type="checkbox"/> Learning theory resources <input type="checkbox"/> Links to online journals, books, articles, websites, tools related to most aspects of teaching & learning, both face-to-face & online 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutorials on searching the Internet 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum development for online courses <input type="checkbox"/> Instructional Skills Workshops <input type="checkbox"/> Peer coaching & support services <input type="checkbox"/> Promoting teaching excellence workshops <input type="checkbox"/> Teaching & Learning in the Online Environment <input type="checkbox"/> Technology Essentials Workshops <input type="checkbox"/> WebCT workshops - introductory and advanced 	<ul style="list-style-type: none"> <input type="checkbox"/> Becoming a Master Instructor - NAIT

Universities

<i>Online Resources & Links</i>	<i>Online Seminars & Courses</i>	<i>Face-to-face Workshops & Support</i>	<i>Certificate/Diploma Programs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Accessibility resources <input type="checkbox"/> Adult education resources <input type="checkbox"/> Blackboard resources <input type="checkbox"/> Blended learning resources <input type="checkbox"/> Compendium sites <input type="checkbox"/> e-Learning sites <input type="checkbox"/> Educational media development <input type="checkbox"/> Elluminate instructor guides <input type="checkbox"/> Example courses <input type="checkbox"/> Games resources <input type="checkbox"/> Learning object repositories <input type="checkbox"/> Learning series resources <input type="checkbox"/> Learning styles resources <input type="checkbox"/> Links to teaching, learning & technology centres <input type="checkbox"/> Lists of educational technology conferences <input type="checkbox"/> Online learning journals & newsletters <input type="checkbox"/> Other educational technology user guides <input type="checkbox"/> Plug-ins & viewers <input type="checkbox"/> Presentations from distance education conferences <input type="checkbox"/> Respondus user guides <input type="checkbox"/> Teaching online resources <input type="checkbox"/> WebCT instructor guides 	<ul style="list-style-type: none"> <input type="checkbox"/> Elluminate Moderator Mini-tutorials <input type="checkbox"/> WebCT In-depth tutorials <input type="checkbox"/> WebCT Mini-tutorials 	<ul style="list-style-type: none"> <input type="checkbox"/> Blackboard workshops - introductory & advanced <input type="checkbox"/> Breeze workshops <input type="checkbox"/> Elluminate workshops <input type="checkbox"/> EndNote workshops <input type="checkbox"/> Instructional Skills Workshops <input type="checkbox"/> One-on-one support <input type="checkbox"/> WebCT workshops - introductory & advanced 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty Teaching Certificate Program - University of Calgary <input type="checkbox"/> University Teaching Certificate Program - University of Calgary

University of Waterloo

<i>Online Resources & Links</i>	<i>Online Seminars & Courses</i>	<i>Face-to-face Workshops & Support</i>	<i>Certificate/Diploma Programs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Assessing & evaluating student work <input type="checkbox"/> Common challenges <input type="checkbox"/> e-Portfolio thinking <input type="checkbox"/> Information & communication technologies <input type="checkbox"/> Learning object repositories <input type="checkbox"/> Links to online learning resources provincially, nationally & internationally <input type="checkbox"/> Newsletters <input type="checkbox"/> Online repository of instructional resources <input type="checkbox"/> Planning courses & classes <input type="checkbox"/> Teaching tips from other institutions <input type="checkbox"/> Teaching & learning resources <input type="checkbox"/> UW-ACE (online course environment) resources 	<ul style="list-style-type: none"> <input type="checkbox"/> E-Merging Learning Workshop - guides instructors toward designing learning activities that effectively engage students in an online environment 	<ul style="list-style-type: none"> <input type="checkbox"/> Designing learning activities with interactive media <input type="checkbox"/> Effective electronic communication <input type="checkbox"/> Engaging students with online resources <input type="checkbox"/> FLEX lab - lab which supports pedagogical innovation <input type="checkbox"/> I-Feedback workshop <input type="checkbox"/> One-on-one consulting <input type="checkbox"/> Open classroom series - professors open their classroom to visitors <input type="checkbox"/> Teaching & learning related workshops 	<ul style="list-style-type: none"> <input type="checkbox"/> Certificate in University Teaching

Appendix C - Results of UCFV Meeting re Professional Development & BCcampus - February 16, 2006

Professional Development Opportunities Currently Available to UCFV Folks

- Tim's \$2000 competition for grants (In-house competition)
- Some course release time from Deans
- SFU Web Instructor's Certificate (similar to Provincial Instructor Diploma program, but online)
- Educational leave funding
- Courses from BCcampus
- ETUG workshops, notices
- ALIVE - comprehensive program from NAIT
- Large conference - PD \$
- Teach ourselves
- Cloning courses
- Copying courses

Prioritized Suggestions for BCcampus

<i>Priority</i>	<i>Suggestions</i>
32	Ability to help instructors out one-on-one <ul style="list-style-type: none"> ▶ Technical ▶ How to teach online ▶ Why do 'x' this way - rationale ▶ Webcasts
30	Recognition for professional development efforts/investment <ul style="list-style-type: none"> ▶ Release time ▶ Funding
28	Model courses for people to explore <ul style="list-style-type: none"> ▶ Reviewed by experts & categorized (e.g. 5 star, 4 star, etc.) ▶ Including interview with designer/instructor ▶ E.g. - how quizzes set up ▶ Instructor view - so can play with the course, & then it would re-set itself when you were done for the next person

22	ETUG workshops - info out to faculty <ul style="list-style-type: none"> ▶ Rotating around the province ▶ Participants funded to attend (not have to use their limited PD funds for this)
15	Tutorials <ul style="list-style-type: none"> ▶ Own pace ▶ Online ▶ Not work with others (self-paced) ▶ Time issues
12	Central databases <ul style="list-style-type: none"> ▶ To choose tutorials from - Just in time (JIT) training ▶ To choose learning objects from - visuals, audio, etc.
10	Software resources available to play with - BCcampus server
10	Education of educators about value of online learning <ul style="list-style-type: none"> ▶ Explicit structure/support for support aspects - recognition ▶ Cost-benefit info ▶ Success info
10	List of approved exam locations for BC (having to use Univ. of Athabaska Canada-wide list now)
8	Institutional online educators' groups - network
6	Sandbox - place to play <ul style="list-style-type: none"> ▶ Get feedback on ▶ WebCT ▶ Other programs
5	Folks who can give formative feedback on courses that are developed
5	Virtual classes online <ul style="list-style-type: none"> ▶ How to use Illuminate ▶ How to use Breeze ▶ Learning issues ▶ Etc.
2	Provincial survey of students <ul style="list-style-type: none"> ▶ What they appreciate/don't ▶ Depends on different groups of students/fields

	Webcast about how to deal with student conduct online <ul style="list-style-type: none"> ▶ Cheating ▶ Plagiarism ▶ Online exams - who takes, identity
	BCcampus Expo/BCcampus sandbox
	Info about other software that could be used in courses, learning objects repository
	BCcampus - \$\$ to offer courses Limited \$\$ from institutions, need it from BCcampus Issue of funding F2G courses vs. online
	How to establish a class culture online
	Someone available from 8:00 am - 10:00 pm on a help desk for instructors ICQ/MSN Search option too
	Examples of what people have done - to show to sceptics

Improved/increased access to Pro-D opportunities would provide:

- Friendly environment to work in
- Decreased number of people who resist educational technology & online learning
- Increased support for folks who'd like to teach online by need support

Contributions that could be made - collaborative development of opportunities

- Inventory of people resources - how to, philosophy of - leading to recognition and support for a 'Scholarship of teaching online'
- Participation in a 'Distinguished Scholar' series - with funded travel
- 'Sell expertise' - second individuals to share expertise - with compensation
- BCcampus support for hybrid courses
- Develop a pre-requisite course for credit for students to learn how to take courses online - would decrease the load on instructors for technical support - send students to BCcampus
- OPDF joint development works
- Encourage wireless networks, headphones, etc.

Appendix D - Results of University of Victoria Meeting re Professional Development & BCcampus - February 21, 2006

<i>Priority</i>	<i>Suggestion for BCcampus</i>
30	Provide quickstart (Just-in-time - JIT) instructions to get people going <ul style="list-style-type: none"> ▶ WebCT <ul style="list-style-type: none"> • Get course outline up • Push stuff for calendar • Presentations ▶ Pushing buttons ▶ Using LCD projectors ▶ PowerPoint ▶ Excel for grades ▶ Feedback tool(s) ▶ Collaboration - coordinate/link this with rest of educators part of site
25	Exemplars/cases & webcasts
21	‘Place to play’ - with new technologies - server <ul style="list-style-type: none"> ▶ Developers show others what is possible ▶ Bccampus pay license fees for shared users
19	Highlight new media development going on at different campuses <ul style="list-style-type: none"> ▶ Links to people/networks/exemplars
19	Re-organize/add to educators’ part of website <ul style="list-style-type: none"> ▶ Buy-in through participation ▶ Use technology tools to make these changes - e.g. wiki - gives people more control ▶ Add different ways for people to participate & to link to items in the database/archives ▶ Provide a way for people to self-identify as experts willing to be contacted about ‘X’ technology
9	Monthly ‘newsletter’ with links <ul style="list-style-type: none"> ▶ Ideas ▶ Exemplars ▶ Neat new stuff on site & elsewhere
5	Encourage/support workshops on various campuses, led by local people, with organizational support from BCcampus
3	Spring & fall ETUG workshops - practical, networking, BC focused
0	Conference

Appendices E - L

These appendices can be found in separate html files forwarded by email with this report.

Appendix M - Professional Development Learning Path Framework

“Learning Together - Participate, Collaborate, Innovate, Showcase & Share Program”

The concept underlying this program and this framework is that professional development is an active, contribution-based activity for everyone involved, rather than something that others do to or for the participants.

The program and the framework have five aspects: participation, collaboration, innovation, showcasing and sharing. **Participation** is related to all aspects of learning, individually or in groups, taking advantage of a variety of opportunities and resources. **Collaboration** implies participants working together to achieve common goals. **Innovation** includes developing and adapting ideas, approaches and ways of using existing and new theories and tools, synergistically. **Showcasing** refers to highlighting expertise, ideas, approaches, contributions and new media development. **Sharing** focuses on individual, unit and institutional contributions to the success of the program in all its aspects.

The framework is generic, in the sense that it can apply to all of the different stakeholder groups considered in this report - faculty members in many different disciplines, instructional designers, media and production specialists, management and senior administrators, etc. However, all learning paths and preferred professional development opportunities vary, depending on individual learner differences. These differences will exist even within a group of stakeholders with similar roles, given their different disciplines, experiences, personalities and contexts.

Within stakeholder groups, individuals are also at different levels of proficiency, depending on what they are learning. Learners can be considered to be somewhere on a continuum of stages of mastery, ranging through beginner, advanced beginner, competent, proficient, to expert (see last page of this Appendix). Generally speaking, it requires sustained reflection on experience and participation in a range of professional development activities to move from competent through proficient to expert.

With respect to the different aspects of the program - participate, collaborate, innovate, showcase, and share, there will be differences based on individual learners' approaches. However, it is likely that most individuals at the beginner stages will primarily be participating. As they develop more proficiency, they will become more involved in collaborating, innovating and sharing. Once they feel comfortable with their expertise, they will be showcasing.

Given all of these learner differences, learning paths for members of stakeholder groups can be expected to differ within, as well as across, the groups, making the development of templates for different stakeholder groups challenging. At the same time, it would be very helpful to have some example learning paths as illustrations of possible uses of this framework. Perhaps the best way to both further develop and refine this framework, and to develop such example learning paths, would be to invite members of each stakeholder group to work with the framework and build/articulate their own learning paths that they might then be willing to share anonymously as examples. Such learning path development would be much more learner and topic specific than the framework, since each individual would choose to attend different courses, attend different meetings, work through different tutorials, collaborate on different projects, etc., and this level of detail would be included in each example.

<i>Type of Professional Development Opportunity</i>	<i>Participate</i>	<i>Collaborate</i>	<i>Innovate</i>	<i>Showcase</i>	<i>Share</i>
University, university-college, technical institute & college courses	X				
Industry sponsored courses, programs & seminars	X				
Structured employer/institution sponsored training programs	X				
Short courses sponsored by professional or technical societies, industry or educational institutions	X				
BCcampus sponsored courses & programs	X	X			
Participation in formal apprenticeship programs	X				
Attendance at conferences, technical sessions, industry/professional association trade shows	X				
Participation in seminars, workshops, webcasts, webinars	X				
Attendance at meetings of technical, academic, professional, managerial or administrative associations or societies	X				
Self-directed study	X				
Working with a mentor	X	X			
Working through an online tutorial	X				
Contributing to a blog or wiki	X	X	X	X	X
Collaborating with a development team on a project	X	X	X	X	X
Exploring/reviewing new online learning technologies or software	X				X
Exploring/reviewing model online courses	X				X
Contributing to discussions in online communities	X	X			X
Participating in working groups	X	X	X		X

<i>Type of Professional Development Opportunity</i>	<i>Participate</i>	<i>Collaborate</i>	<i>Innovate</i>	<i>Showcase</i>	<i>Share</i>
Participating in a staff exchange across institutions	X	X	X		X
Acting as a mentor to a less experienced individual	X	X			X
Serving on institutional or public bodies that draw on professional expertise	X	X			X
Serving on standing or ad hoc committees of technical, academic, professional, managerial or administrative associations or societies	X	X			X
Presenting at a conference or meeting - face-to-face or online	X	X	X	X	X
Teaching/facilitating a course, workshop or seminar - face-to-face, hybrid or online	X	X		X	X
Developing published codes or standards	X	X	X	X	X
Publishing peer reviewed teaching-related papers	X	X	X	X	X
Publishing non-peer reviewed teaching-related articles	X	X	X	X	X
Reviewing articles for publication	X	X			X
Editing papers for publication	X	X			X
Developing and sharing learning objects	X	X	X	X	X
Developing face-to-face, hybrid or online workshops or courses	X	X	X	X	X
Contributing to newsletters, blogs, wikis	X	X	X	X	X
Contributing to online collections of resources, cases & research findings	X	X	X	X	X

Stages of Mastery

Beginner

Focuses on a few critical sub-skills and is guided by a few simple, context-free rules that are easily communicated and remembered. Performance of the overall skill is rough and faltering, if it can be done at all, and is limited to a narrow range of very low challenge situations.

Advanced Beginner

Focuses on integrating sub-skills and relating them to context demands, guided by higher level rules and a growing body of experience. Rules become richer and more complex, but communication of relatively complete performance essentials is still possible. Performance appears fully formed in low to moderate challenge situations, but is erratic and falls apart with increased challenge and adversity.

Competent

Focuses on advanced integration of a wider range of skills in varying contexts. Still guided by rules, but the rules include a variety of high level integrations with many exceptions and variations. Communication of all essential rules would take a great deal of time and effort. Learning focuses on specific areas of performance uncertainty. Performance is consistent in a wide range of moderately challenging situations, but falters with high challenge. The learner is now developing a “feel” for the skill and can compensate for a range of inner states and external variations.

Proficient

Focuses on maintaining effective and consistent performance in high challenge situations under a variety of internal and external conditions. Performance is based more on “feel” than conscious rules, and many complex adjustments are made without reflection. Verbal rules and descriptions, no matter how complete, cannot capture the performance in detail but can help to focus on different aspects and dimensions of performance. Stated rules will often appear to be in conflict. Performance is still erratic close to the edges of control and there is still some uncertainty about where those edges are.

Expert

Focuses on maintaining consistently high levels of performance, even in extremely challenging internal and external conditions. Control is based almost entirely on “feel”, a relatively complete inner world analogue of the actual performance conditions. This permits rapid assessment of situations and options. The performance rule system has become a very complex high order system of integrations and exceptions. The expert is able to demonstrate but never completely explain. Experts know their own control envelope, can sustain high levels of performance at the outer edge and can often recover effectively when it is crossed.

(from Action Studies Institute ‘90)