

New Instructor Workshop (Summer 2006) Executive Summary

Delivered by enthusiastic veteran instructors, and commended by participants, the New Instructor Workshop resulted in a generally positive initiation for new instructors based on their self-assessment of the workshop activities as well as their personal readiness to engage in instruction. As a group, participants particularly valued the activities that occurred in the later stages of the workshop especially those related to course development and technological integration issues. Participants commonly remarked that “too much” information was presented “too fast” which in regards to the technology-related activities is exacerbated by the varying degrees of experience with Learn@UW-Stout (D2L) specifically and technology in general. *Interestingly, several of the new faculty openly expressed a desire for continuing education or “reunion” activities.*

Strengths of the Activity

- All reporting participants (85%) indicated that the Digital Learning goals of the workshops were achieved
- Most (93%) reporting participants (85%) reported that the Understanding of Student Learning goals of the workshops were achieved
- Most (93%) reporting participants (85%) reported that the Identifying Characteristics of Active Learning goals of the workshops were achieved
- Most (93%) reporting participants (85%) self-described their readiness for teaching as “Confident” or “Very Confident”

Opportunities to Improve the Activity

- Redefine outcomes toward greater specificity and time allotted to meeting them within the workshop
- Pacing the presentation of information and activities to address the issue of “too much too fast” voiced by the group by reevaluating the workshop delivery to afford breaks in lectures and organized work time for the application of learning
- Develop new means to encourage continued education

Action Plan for Improvement

- Tasking the institute facilitators with redefining the learning objectives for the workshop toward greater specificity, better balance of activity across the allotted time and devoting greater attention to novice stages of integrating technology
- Continue to connect with new instructor cohorts to support activities and provide avenues for further investigation of instructional strategies to incorporate active learning, mobile technology and assessment
- Establish a longitudinal personal development portfolio that is aligned to the university’s mission and goals
- Investigate and implement methods to measure/assess impact on student retention from first year to second year