**WorkforceGPS**

**Transcript of Webinar**

**Jumpstart to Successful Instruction: A Deeper Dive into an Accelerated Course for New Instructors**

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JON VEHLOW: So without further ado, I'd like to turn things over to our moderator today, Cheryl Martin, TAACCCT program manager, Division of Strategic Investments, Employment and Training Administration at the Department of Labor. Cheryl?

CHERYL MARTIN: Thank you, Jon. I am, like Jon said, Cheryl Martin with the Department of Labor and the TAACCCT grants and we'll say more about that in a minute. And the call moderator for this series is Erin Berg, who is the community college specialist at the Department of Education. So welcome, Erin, and we'll be hearing from Erin in just a moment. And welcome to all of you. It looks like we've got 85 people and counting joining us today. So that's terrific. Thank you so much. We're delighted that you joined us.

It looks like about 30-ish percent of you or about 30 of you were from colleges the last I looked on here; about a third of you are either from the workforce system or from community service providers; and another third are from elsewhere. So welcome wherever you come from.

Our presenters that we're going to be hearing from in a moment, and I will introduce them in a minute as well, were involved in a U.S. Department of Labor grant called TAACCCT, or Trade Adjustment Assistance Community College and Career Training. For those of you who are not familiar with the TAACCCT grant, there's some facts on the screen here. I suppose a relevant one is that it was a onetime investment by congress and it lasts over a seven year period that will be wrapping up in September 2018. The last of the grantees will be ending their period of performance.

TAACCCT provided funds to community colleges to support changes in those colleges that would make it easier for adult learners to attain industry recognized credentials and to improve their job prospect. So TAA eligible and other adults, but thinking about how you make a community college setting more friendly and welcoming and workable and successful for adults is really what we were about with TAACCCT. And while it was only authorized for four years, the impact is expected to last much longer because of the many things that colleges did, like the Jumpstart to Successful Instruction Initiative that we're going to hear about today. This is one of a whole bunch of different things that TAACCCT grantees did.

Anyway, I'm going to turn it over to Erin now to tell us a little bit about this webinar and the series that it's part of. Erin?

ERIN BERG: Thanks, Cheryl. Today's webinar takes a deeper dive on a topic that actually discussed in a previous webinar series that we did this past spring, which is how to take industry experts who are interested in sharing their expertise for teaching and turn them into expert instructors who are skilled in sharing that knowledge. Today's discussion will go through the I2EI module in SkillsCommons, which Cheryl will talk a little bit more and it'll show some great examples of the content you'll find there.

What I like most about this resource is that it can be used just in time when a new instructor is about to start. It can also be revisited later on for up-skilling or incorporating research based learning theories into the classroom. So while this page on SkillsCommons might be a one-stop shop for instructors, it also encourages multiple visits over the course of an instructors onboarding in career. So thank you in advance to Brenda and Jen for bringing this topic to us all today.

This is the first webinar in this fall – late summer, fall series that we're doing. Like I mentioned, we did a previous series that I think you could probably find if you go to the link there, the innovations leading to career success and webinar series, part two. I'm pretty sure you can backtrack to find part one. But it's building on what we talked about in the spring and going a little bit further.

So it's a really great start that we're starting with this how to turn industry experts into expert instructors, but we'll cover other topics that would be of interest to career focused educators and community college specialists, such as the lining stakeholders in developing workforce programs, involving – improving student outcomes through strategic support services, advancing academic achievement, and incorporating adult learning strategies into community college courses.

So I'm really excited about upcoming series and want to express my gratitude to the Department of Labor for continuing to allow me to be a part of this offering.

So with that, I'll turn it back over to Cheryl, who has some information to share with you about the polls, open education resources, and the TAACCCT program.

MS. MARTIN: Great. Thank you, Erin. Thanks, Erin. And yeah. We're really delighted that we can be continuing to collaborate on these webinars since we've been collaborating on the grant program all along. So I'm going to go back for a second to that opening poll about open educational resources that some of you answered. And it was really interesting. It looks like about a quarter of you are using open educational resources or OER regularly. And maybe another third have started to use it. And then there's a whole bunch of people that said what's OER and we're actually excited about that because if you don't know what that is yet, we're going to tell you and we're excited that we have that opportunity to do that because we've got a great example of it for you today.

So remember I said that TAACCCT funded these community colleges? Well, there are about 700 of them that TAACCCT funded over the course of those four years. And those community colleges developed – the core of what they developed was nearly 2,700 new or revised programs of study, like maybe the curriculum for a manufacturing or a healthcare program at a community college. Then on top of that, they've also developed all these different new ways of doing things, like building strategic alliances between colleges and workforce boards. Or like the Jumpstart curriculum to train industry instructors that we're going to hear about today.

So all of that – also TAACCCT grantees are required to share the materials that they developed and do it using what's called a creative commons license, which means it's open for other people to use. And that's – what they shared might be curriculum, it might be like the Jumpstart curriculum, which isn't a curriculum for a course for students, but it's to help teachers, obviously, do a better job.

So – (inaudible) – all on this website called SkillsCommons.org. And you'll – you can go there and find – the cool thing is you can go there and find all of these resources, check out these showcases that will tell you about resources for apprenticeship, resources for healthcare, this and that. Open – there's one for open courses that we'll give some good examples of things that are on there. More materials are being added through September 30 and Cal State will be continuing the site after the TAACCCT grants end. So this is a resource for you that other people have called a real treasure once they discovered it. So even though the TAACCCT grants are wrapping, you and others can benefit from what grantees learned and built, you can benefit right now.

So today, you'll hear about Jumpstart. And to tell us all about it, without further ado, we want to welcome Brenda Perea and Jennifer – Jen Gutierrez. They are both involved – they've been both involved in TAACCCT grants at various earlier times and they are involved in developing this particular curriculum. So I am not going to try to explain it. I'm going to turn it over to them. Thank you, all, and enjoy this time with Brenda and Jen.

BRENDA PEREA: Thank you, Cheryl and Erin. And I want to thank and welcome everyone for joining us today. Faculty, teacher, and chapter development is always on the top of our minds when we talk about student or participant success. And we came together as communities to actually help each other develop better best practices to actually create better industry experts to expert instructors.

As you can see, this project is truly the work of a community of educators. We are based all over the United States and contributed many volunteer hours compiling resources to create three levels of faculty development or instructor development or trainer development training. Today, we'll be taking you through two ways to use the free and openly licensed materials. I will be demonstrating a typical new faculty training to quickly get it new instructor oriented to teaching for the first time. Jen, from University of New Mexico, will lead you through some advanced training modules to up-skill, re-skill or new skill current or existing instructors and teachers.

While what we are showcasing today is one way to stack or lades this content, these independent training modules can be used as just in time training, incorporate into existing faculty orientations or provide ongoing support of instructors and a professional learning plan.

I'm going to go ahead and start out with a bit of the background on problems we address when creating these resources. Think about the hiring process at your institution. How is a new instructor onboarded into the roles and responsibilities which are associated with becoming a professional faculty member, instructor or teacher, or anyone who's actually touching or actually dealing with up-skilling or transferring of knowledge to another person.

If I think back on the hiring process, at least at the Colorado Community College System, which has 14 independent colleges under one system president, we had 15 different onboarding processes if you count our system office hiring. Depending on the college you're hired at, if you were lucky, you received a full day of HR and IT training, a half day with your dean or chair, and maybe a half day with someone in your own department, but that department mentor wasn't necessarily teaching the same course. If you were not so lucky, you were hired, given a textbook and a – (inaudible) – which we all know means a different thing at colleges.

At one college, a syllabus or a student handbook, the dos and don'ts of student life and where to find stuff and other – at other colleges, those are – (inaudible) – out of a course week by week, including the – (inaudible) – and assessment.

So we had challenges because we came across – came from many institutions and we weren't all speaking the same language. So one of the first things we actually had to do is come to correct and figure out what's a common language when we started exploring. So what's a syllabus? What's actually policy? What's actually procedures?

So once we actually started laying that down, I came to the – (inaudible) – because during our first PACT project at CCCS, our focus was on energy, which ranged from oil and gas production to solar to wind to extraction technologies. CCCS was in desperate need of industry experts as adjunct faculty to start new programs of study or supplement our current programs of specialized courses.

I at the system office knew it was my job to up-skill and get these instructors prepared to enter into the classroom. And what I discovered is that we tended to have a significant churn of adjunct and often notice a decrease in retention of students. The students were not leaving the institutions, but switching to strands of programs where we retained faculty year after year. While there wasn't a direct correlation, we had student testimonials that students felt more engaged in their programs of study with instructors who they saw somewhere in the college year after year, semester after semester.

Upon further investigation, students were not selecting specific instructors because they were easy graders, but because those instructors created courses which engaged students in mastering their own learning. And newly hired instructors were leaving our institutions because they found trying to balance all the new tasks as well as figuring out how to engage their students in course material was extremely hard when you came from the industry.

So what we did is with all that knowledge at hand, I first developed a new faculty training course for our colleges to use prior to new faculty members stepping foot into the classroom. To tell you the truth, the first faculty training course I designed took approximately 40 hours to complete and it was truly a failure. While some instructors mastered the first third of the context, some instructors didn't even start it.

So with the help of the SkillsCommons community, Karen and Amanda in South Carolina, Rick in Texas, Terry in California, Jen in New Mexico, and Maria and I in Colorado, we started revamping the course into mobile friendly bite sized training modules. We had many revisions. Many, many revisions and tested out all the revisions by actually newly hired faculty across the country as well as some of our most experienced faculty. They gave us their honest opinion. This is going to work; this isn't going to work; this is too long; this is boring.

And so this spring, we tested out our JumpStart101 module with a major automobile manufacturer to ensure that what we designed could span the training needs of education and companies and workforce and anybody else who needed actually turn experts into instructors. What is special about these modules is they are independent, subject specific modules which can be stacked, latticed, or used as a one-off and be consumed by an instructor in 30 minutes or less. Average time to complete is 18 minutes. That means that an instructor can find a module for immediate training need or enhance an existing skill or even complete a defined professional learning pathway.

I'm going to go ahead and take you to the Skills Soft Commons site where you can preview the materials that you need and download the materials that I'm going to share with you today. So what you have now is a prescribed first day of your course. You're going to set the tone. You're going to decide on your communications policy. You're going to write an effective syllabus as well as you're going to actually show consistent communication.

I just want to check out there. Can everybody see my screen?

MR. VEHLOW: Yes. We can see it from here.

MS. PEREA: Perfect. So when you go to the SkillsCommons site, skillscommons.org, you'll enter into the dashboard right here. What you'll actually see is where you can actually browse, you can connect, you can support and contribute. I'm going to go ahead and navigate into the connect with our communities. This is where our SkillsCommons Jumpstart community started.

We actually came into this connect with the impact communities, but I'm going to jump over and I scroll down, here's where we're leading you today, Jumpstart to successful instruction, IE2ET. When we actually go ahead and click on this link, we're going to bring you to our actual website, Jumpstart to successful instruction. You're going to see everything it took to actually create these courses. These are actual faculty interviews that we based a lot of our material on.

It also gives you promotional flyers and a way to preview the course. When we actually click down and to preview the course actually comes to where I can actually download the material by clicking on the link or I can preview the material.

We're going to go ahead and – you can also do a Jumpstart to – (inaudible) – instruction 102 where Jen's going to do.

I'm going to start with our very first thing, setting the tone of your first day of your course. This slide actually – this module actually held the newly hired instructor – you need to set your academic expectations for what should be outlined on the first day of the class. Your parents expect participants to understand what you mean and expect them to be mind readers. Weigh it out. Discuss the rationale behind taking the course. Explain how the course is organized. Describe the scope of the information that's being presented.

Point out key topics that's going to be covered. Get them interested in why they're taking your course. Then you're actually going to talk about discussing the skills. And you can see these are highly interacted modules. They actually move from one to the next pretty quickly. We also talk about grading policies. How do you actually set up – how do you actually think about how your grades are and what do you need to do with your grades?

We actually also move into something that's very common. Talk about the safety procedures. Where do you go if there is a weather emergency? Where do you go if there's a true emergency? Where do you go if there's a lab emergency? Many of our CTU instructors are dealing with highly specialized equipment or materials. What happens when you have an emergency in that lab? Make sure that your students know that. Clearly state it out to them. Don't expect them to be mind readers on this.

And finally, we talk about what's the difference between university policies and your own class policy. It was really funny because I actually had an instructor – I had went in there and actually talked to an instructor and he goes, these students are always on their phone, they're always opening up all these browsers and surfing the net and I was, like, okay. Well, where is your communication – your electronic communications policy?

He goes, what are you talking about? I was, like, did at the very beginning of your course, did you set the tone on what is appropriate use of electronics in your course? He goes, no. And I was, like, well, that's why they're doing it because you didn't set the expectation of what you expected inside their class. So go back and make an electronics policy for your next semester and you will probably be less frustrated. Your students will know exactly what they need to do and you'll get along perfectly.

So after a we modeled different types of behavior we hope instructors will emulate within their course, we designed each lesson to scaffold off of prior knowledge, tap into their existing knowledge, provide relevance to realize higher education content while ensuring that each instructor has practical takeaway from each module. We're going to go ahead and jump into the next module on this professional learning plan about writing a syllabus.

And remember I talked about syllabi means different things for everyone that's going on? Well, this is true. And so what we had to do is write this module so that they knew what set of syllabi is truly a contractual agreement between you, your student, and the institution. So it basically spells out – should actually be out on your syllabus and why are you actually using. The syllabi is the roles, the responsibilities, and the expectations of the activities those students or those participants can expect inside their classroom or course, as well as the scope of the activities and projects the course will cover.

We went ahead and talked about how the syllabus is actually a tool. And you'll see by the interactive modules as I'm clicking through this, we actually have interactive videos that actually come out. And I know you can't hear the sound on that. That's why I have record captioning on.

But if gives them – actually one of our expert instructors is actually talking about her biggest challenge with the syllabus and what she needed to do with her syllabus and the policies and procedures. We also have another instructor who talks about the motivation on what he needed to do with his syllabus. So is actually brings real life higher education post-secondary faculty in to mentor and coach those people who need to become expert instructors.

And finally, in this one, we actually talk about characteristics of a learner centered syllabus. What's interesting is when we actually go through the modules, there is plenty of options for the newly – for somebody who's going through this course to actually model the types of behavior you want to include in your classroom. Here's an exercise where they actually have to click on each one of these resources to process through the material. We also have things like on learner center dating rationale. What do you actually do? Click on the statements that you might use as a rationale for taking the course. And it actually says, okay. Yeah. Increase your knowledge.

So we built in small knowledge checks so that we make sure that we're transferring the knowledge of best practices to whoever's viewing these lessons.

I'm going to go with one of my favorite modules we built. It's about developing consistent communications with your students. We first start off show what you know, right? Again, it's an interactive lesson where the knowledge checks guide the instructor to a deeper knowledge. It's choose a correct response to the question what are the most essential quality a teacher of adults – (inaudible).

The ability to manage a classroom, master any subject content, ability the build relationships. I'm going to choose master your subject content. And I'm going to click submit and it says, ah, not quite. You can see how we're actually modeling the behavior of what we would consider formative feedback. They're actually giving you not only information – yeah. You're going to choose the right answer, but here's the information you need to actually choose a correct answer in the future.

We also have something such as the biggest challenge. Again, we actually have real live video of instructors talking about their challenges as developing consistent communication. And in the actual lesson, you actually full voice video and audio for this lesson. And you'll notice as process through this module, you can actually have a choice. Are you a full-time instructor or are you an adjunct instructor? We've contextualized the material for each of those different roles because we know they have different roles and responsibilities whether you're a full time or adjunct. So let's choose adjunct.

What we have here is the fact that we have a student who's saying why she's frustrated in a communication expectation, right? And we go ahead and set up what we're doing for this communication class. How it's actually going to work. Setting student expectations. Communication from a student perspective. Giving that instructor who hasn't been exposed to students before, how students require direct communication for their instructors.

A lot of it is because we're getting experts out of industry, they probably haven't interacted with learners and been in charge of communicating with their learner. So we actually show them how to communicate effectively with their students. And part of that is setting – receiving cues from your students. How do your students want to be interacted? Are they wanting texts? Are they wanting only email? Are they wanting phone calls? Those are kinds of ideas that actually have to happen when you're setting up your classroom.

We also give another student testimonial where this student is responding to the fact that she asked a question on of a grade on one of her tests and she's not expecting that, right? So she emails the instructor. Then we actually have an interactive activity where, okay. We set up what the scenario is.

Now, look what happens when we actually advance four hours after she emailed the instructor, 12 hours after she emailed the instructor, 24 hours after she emailed the instructor, and finally what happens if that student – what happens to the engagement of that student after 48 hours after she emailed the instructor.

If your communication plan states that replies will be made within 24 hours, are you specifying 24-hour business days, 24-hour calendar days? Be specific. Give your students correct information on what's an appropriate response for you.

And then we actually go into what is an actual communication plan. How do you establish policies and procedures, setting expectations? How do you actually respond to students in the following scenario? So we give them scenarios on you have students asking for assistance in bringing up their grade at the school's midterm. What do you do? Click on the correct answer.

Set up a scheduled correspondence with student's via email? Advise the students to work harder? Have the student write a 12-page paper for extra credit? Teach slower and with more deliberation? So again, we create that feedback loop. We're modeling the behavior that we want our instructors to actually perform inside their courses inside their classroom.

I'm going to go ahead and move on to formative and summative assessments. So what we have now is we're actually getting into the nitty gritty of what your true role and responsibility is. Yes. Part of it is imparting knowledge, but part of it is seeing your students are actually mastering their content.

So we actually explain what the difference between formative and summative assessment. We talk about why grades are necessary. We also have a knowledge check about how to prime the instructor for content which follows. It's just like you're giving a test to students and you see that everybody gets 100 percent. Should you retest the students? Common scenario. What do you actually?

Yes, because everyone's obviously had a hard copy of the test? No, because you're just that great of a teacher? Yes, because the test was too easy and students deserve a challenge? No, but you should reevaluate the test and determine if it's accurate in the measure of the course? Figure out why everybody got 100 on the test and then decide something else. It also gives corrective feedback. Yes, great, you got a good job. This is why the answer was correct.

Then we also define what is their assessment. How you actually develop their assessment. Does it reflect understanding? Does it lessen the protest? Does it enhance student focus, right? We also talk about defining appropriate assessment. That's one of the hardest things for our new instructors to process is the fact that what you're assessing is the student's knowledge and application of the information that was stating from your course and how do you actually decide what is an appropriate assessment.

So we go in and talk about when you're planning your assignment for your class, how do you actually go through and find that information? So we give them questioning, things to consider about what they're doing when they're developing these skills as new instructors. What types of assignments best fit the subject matter you are teaching?

Are papers going to help your students learn or projects more suitable? If you're teaching welding, having them write a 15 page paper on welding is probably not the best use of their time. However, having them complete a very defined project or lab seems totally reasonable considering how you want to assess their performance in welding.

Then we actually talk about – dive deeper into talking about grading scale. We all know that one of the biggest things that an instructor or a faculty member or a trainer has to do is actually look at those assessments and figure out the grades on that. We all know there are high stakes testing, assessments, and evaluations and there are low stake testing, evaluations, and assessments.

Figure out your gating scale. Some things might lead never grade, some things might need a check or a minus, and some things need pass or no fail. All of these things we explain in detail to give your – the newly hired instructor or trainer or faculty member enough information to make good decisions when they're evaluating student work.

And then we also go into developing feedback as a teaching tool. That was one of the hardest things our instructors found is that they really had to invest time in thinking about their feedback when they talk with students because students are very either literal or they take everything to heart. If you tell them that was a terrible job, they take it personally. So you have to be very good about coaching your students and creating the best feedback when you can.

So we actually have an activity here where it says feedback is meant to give constructive comments. I'm going to say it's not meant to do that. Provide correct answers. Yes. It's there to prevent. Describe how the student should be assessing the goals. Why justify what you've done? So we're actually giving types of activities we expect our instructors to do. And we're going to go ahead and submit it and it gives me the corrected answers so I can actually understand what I'm doing from learning from my mistake. This is actually a feedback tool.

And then we'll always talk about when grade, how do you minimize student complaints when they get their grade? And we loop back to one of the earlier things about pointing to the syllabus. Teach student complaints about grades in their – (inaudible). Take the time to thoroughly go over your syllabus and grading policies during the first class. Emphasize that you are prepared to stick to your policy.

As well as remind students that they have individual concerns, you're available to talk with them during office hours and not during instructional time. And be prepared to work with students who encounter legitimate problems. We all know there are students who have life issues and they might not show up on time or they might have something that happens that their assignment is late. You really want to measure mastery concepts not necessarily anything else.

And one of the final things that I actually wanted to do is I want to go ahead and set up – now that you've seen an introductory course, we're going to actually show how you can actually take the material that we have an build it in a much more advanced professional learning style. So you're either up-skilling or re-skilling.

Jon, can we go ahead and go to slide 27, I think? Perfect. Thank you.

So Jen's going to ahead and take the – (inaudible) – forward and dive into the module so that she can actually show us how to take information that we've gotten – I don't believe that's the right slide. Let me get us to the right slide. There we go.

JENNIFER GUTIERREZ: Is everyone seeing my screen?

MS. PEREA: Yes, Jen.

MS. GUTIERREZ: OK. Sounds great. So as Brenda described, faculty traditionally received very little training, even at the four year university. At the four year university, it's often offered, but faculty are very busy and they have all the best intentions and we have first semester trainings that are available, but few faculty are able to attend those.

And so this is a really great way to help faculty who have one or two or more semester under their belt and they're ready to start thinking in the big picture. So it's super important everything that Brenda went over, making sure that your syllabus has all of the expectations of what you expect from your students and vice versa, how you're going to respond to students, what they can expect from you. All of that is super important.

But then at some point in an instructor's professional experience, they start to think about how can I do this better. What is it about learners? How can I help them learn best?

And so what I'm going to do is go through just a couple of our modules that help instructors who traditionally may have been hired as industry experts and don't have formal training on adult learning theory to understand what it is that you need to do to help students get to the next level and deeper levels of critical and pedagogical experience.

So in this module, we have adopting and adapting research based learning theories. And so we help to remind instructors that many students are going to come to you with complete zero understanding of your subject matter. They're coming to you because they saw it in the catalog and they thought this would be a great career change for me.

And so I might like to try this. But they have very little experience with the subject matter. And then I've had a little trouble with this slide. There we go. It worked. Advanced beginner; one who has experience in a subject, but is not fully acquainted with all aspects of the subject.

And so you want to be mindful that you may have some students or you have novice students and then you have some advanced beginner students. And it goes all the way up to expert student. And so in one classroom, you may have that entire continuum and that's really difficult to manage as a student – or no, I'm sorry, as an instructor.

And then we have characteristics of expertise. So you're going to have students who come to you with many different, as I just said, many different levels of expertise and knowledge about the subject matter. And so you have to navigate that territory.

But in thinking about what it means to be an adult learner, you want to make sure that you're mindful of the different reasons that adult learners have come to you, especially if they are trying to do some kind of career change. So number one, you need to make sure that they understand the relationship between what they're learning in your classroom and how it's going to make sense for what they're going to be doing next. So they've made a career choice, they want to see that relationship.

And then second of all, they want to know what the basics are. So maybe they have no understanding of the foundational knowledge about that career change subject matter that they have made. And so it's your job as an instructor to give that to them. And this is the critical flaw for many, many of our instructors is that they were hired as career experts or industry experts and they assume that students are coming to them and understanding the basics of their field or that I'm explaining it to you, I don't understand why you don't get it.

And so you have to make sure that you have that bridge from novice to expert between the two of you. So you are an expert as an instructor in that field or in that subject matter, but you may have novice in your classroom and you have to make sure that you are mindful of that between the two of you.

And the next module, now we are making – or we're helping instructors understand assumptions about adult learners. And number one is that adult learners want to be self-directed. They want a sense of autonomy. They're moving away from the idea of I'm a blank slate and I just want you to pour the knowledge into me. They really want to be hands on. They want to have a say in what they're learning.

And so the more experienced instructor from the one that we previously saw with Brenda who was just completely new to the experience, now an instructor who's had a couple of semesters under the belt should start to think about who are my students. What are they bringing to the table? What can they offer the classroom experience? Many of these people have had years in the industry and are a wealth of knowledge and you can use that knowledge to the whole class's benefit by tapping into it.

And most of the students have a readiness. They're at a maturity level unlike the traditional college students who are ready to learn and are ready to contribute to their community and apply their knowledge to the field. But not all. So again, you don't want to make blanket assumptions about what their private – a previous blanket knowledge might be. And so you still have to provide foundational knowledge in a subject area.

And above all, as you're doing that, you want to make sure that you are motivating students, tapping into their interests, tapping into how does this make sense for you as a learner.

And that moves us into student centered pedagogy or andragogy for adult learning and we're looking at how do we balance control. I'm still the instructor. I still need to conduct classroom management. As Brenda mentioned, if use of electronic devices is going to irritate you, you want to make sure that you put that in your syllabus and you tell them upfront.

But at the same time, you're negotiating, how can I be a facilitator of my adult learners' knowledge and yet still allow them a space for contributing their voice, their resources, their background knowledge to experience of this entire classroom environment? And that's the best case scenario and those are the best – those are the wonderful experiences as an instructor.

And I'm speaking from my own personal experience in that regard. So getting to know your students, having them contribute, saying, what do you think? You know, what should we do? How can we problem solve? What should our project look like? What do you bring to the table? Those are the kinds of things.

So you're balancing control and you're saying, yeah, I still want you to show up every day, but I also want to hear what you have to say. I want you to let me know what your bright ideas might be.

And then this module, we go through that step by step about what part of facilitators does the instructor have, what part of student responsibility does the student have in all of that. And then, again, as Brenda demonstrated in her part of the presentation that we do ask instructors who are going through this training to think about how would you handle this situation.

What would you do? And so we have interactive parts of each of these modules. And so in this regard, we're also demonstrating what best practices for online instruction might be. So you don't always have somebody in front of you to – (inaudible). So demonstrate best practices for your students.

And finally, this is probably the most extensive module that we have. It's our ADA accommodations and meeting learners needs. So universal design for learning. And this is the part where I was a program coordinator for a couple of years at the university and every semester I had to retrain my instructors about this. So even if they have taught before, it bears in mind that we need to be mindful about HIPAA policies and we need to be mindful of ADA compliance.

And so what does that mean to be ADA compliant? We have to make sure that our instruction meets the policy of ADA compliance and accessibility. And so if an instructor says please look at the following test that is highlighted in red in response, some color blind students may not be able to access that material.

If we say please look at the following material in green or please listen to the following video, – (inaudible) – provided text go along with the video, we're going to be limiting access to some of our students. And most universities and colleges have some kind of resources departments that helps with that. Unless we know, we can't help.

And so the second step in that is universal design for learning. And so we really encourage instructors who are at the mid to advanced level of their instruction to think of that ahead of time and be universally mindful. So what if my student doesn't self-identify that he or she has a learning need? So what can I do to make sure that even if he or she hasn't self-identified that they will be able to access the material.

So thinking of things in multiple forms of representation, making sure that things are accessible audibly or that they have assistive technology that might work with what we're producing, that what they're reading online will be accessible through a text reader. Making sure that our color choices have strong contrast. And then making sure that we're in contact or resources on campus or any additional support that we might need, such as captioning.

But in general, if we create instruction that is kinesthetic, auditory, and visual to meet all learners preferences as well as abilities and disabilities, then we're doing the best of both worlds and we're circumventing the need for anybody to have to go to accessibility resources and say I have a disability because we've created instruction that's accessible to everybody – every learner despite all of those preferences or disabilities or ability.

OK. And then I think I'm going to turn it back. And if we have any questions, I'm happy to answer on that.

MS. MARTIN: OK. Thank you, Brenda and Jen. We really appreciate your taking us down that road and through that journey. So we're going to ask now if you plan to implement one of these and if so, how you would implement it, your thoughts about that. Please put that in the chat room. We do have a question that Jon needs to share. Oh. There's the question. Erin, you want to –

MS. BERG: Yeah.

MS. MARTIN: Great. Thanks.

MS. BERG: Hey. Brenda, we had a question from the audience. Do you give new instructors a formal assessment of these modules? And if yes, are there quizzes or tests? Or do you give them an option for assessment?

MS. PEREA: So for our project here in Colorado – that's a great question, by the way. We built a module so that they had knowledge checks inside of the modules. But we actually did see how the instructors are mastering the content. We gave them a broad project based evaluation afterwards.

So when we talked about syllabus, they actually built a syllabus. When we talked about formative and summative assessment, we actually had them create a formative and a summative assessment and that's what we actually did. We wanted to actually model the behavior we were expecting them to actually use inside their classroom and actually creating test and quizzes inside the module.

So it was much more effective than having one accumulative test. And one of the things we actually did to motivate our instructors to complete the modules is we introduced digital badges. So when they completed their project and had us look through their projects, we actually issued them a digital badge.

And it was interesting was those digital badges became badges of honor for those adjunct instructors. They went through training. They earned an actual credential and they were very proud of it. And it actually, I have to tell you the truth, it kind of shamed our full-time faculty into going in and actually chewing some of our training modules so that they, too, could actually get some kind of – those same digital badges and credentials.

And by doing that, they truly up-skilled themselves. They're, like, oh, I see how things have changed. I kind of got stuck in a rut. This is a new idea. I'm glad about the drag and drop inside my learning management system. I'm glad I'm learning about formative and summative assessment. I'm glad I'm learning about project based learning.

And oh, I didn't realize that student engagement has changed in the last 15 years I've been teaching. So really motivated all of our faculty throughout the community colleges and on our online faculty to go back in for that training and actually look at it.

So although we didn't have accumulative quizzes and tests, we did have them project based test at the end. So they always had to produce something from the module.

MS. MARTIN: Great. That's really interesting. And we had a comment from somebody else who said that they planned to work through the modules themselves as a new trainer. And that was actually one of my questions, too, was doesn't it make you feel like maybe everybody should have this training, not just those new adjunct professors?

So anyway, you kind of responded to that and this is about digital badges. But we got a question about how did you implement those digital badges? And my follow up question on that was how did people show them up to each other so that other people were, like, oh, I want one of those, too?

MS. PEREA: So it's an interesting question about the digital badges. Through the TAACCCT program, we funded our digital badging initiative for advance manufacturer because we had 15,000 unfilled advanced manufacturing jobs in Colorado and we needed to encourage students that communication even though we were graduating students and incumbent workers an AS in advanced manufacturing, we still had this communication gap. We had this skills gap. And we needed a better way to communicate proficiency and skills and abilities to our employers.

So we introduced digital badges with our students first. So they were an enhancement to a course certificates and degrees. They were not a replacement and we weren't documenting learning they were already doing. We were actually connecting employee skills to what they were.

What we did with the digital badges was the fact that we were – not every instructor who went through the module earned a digital badge. They truly had to earn the badge. They had to actually produce the product at the end. It had to be a great product and they had to incorporate it into their classroom. So we actually modeled the same behavior that we expected out of our students who are earning those digital badges.

And it worked well. Like I said, the faculty were showing off their digital badges in their LinkedIn pages. They were putting them in their signature line on their institutional sponsored emails. They were actually linking to them on a lot of our CTE students Facebook and their means of communication. They were posting them on Facebook. So they shared them widely out on social media and global insider online management system where everybody has a profile page. You can add certifications to it. I hope that answered that question.

MS. MARTIN: Great. Thank you. Erin, we have a question.

MS. BERG: We have another question from someone who says they work outside the community college arena, but they're in a certification accredited environment. Could these modules used for other organizations in different types of training?

MS. PEREA: Sure, Erin. This is Brenda again. As I mentioned early on, we actually tested some start 101 modules in an automobile manufacturing plan. So they actually used our modules to actually train the trainer, right? So it does work outside of the community colleges. They did give us feedback that we could – that some of our terminology was definitely educational specific. And luckily with these modules, because they're open resource, we can actually modify that information the way it's delivered and the vernacular that we're using, the acronyms we're using for anything outside of education as well.

MS. MARTIN: Thanks. And I also understand that there is a major automotive manufacturer that we've been working with through SkillsCommons that has concluded that these modules would be useful for their employees as well. So yeah. It can be used outside of community colleges.

Next question. Keep them coming. Somebody asked if programs need to register with Merlot in order to use the course materials. So that's a separate question about Merlot, but this is on the part of Merlot that's called SkillsCommons and you don't have to register. You can go to the link on here and you can find them and just start using them and that's the beauty of the open educational resources on SkillsCommons. As I mentioned, this is one of many, many, many things on there that you can find and use without registering or anything else. So that is the answer to that.

Let's see. Erin, you want to ask number six?

MS. BERG: Sure. Have you used these modules with secondary high school CTE teachers when they're hired out of industry?

MS. PEREA: Erin, that's a great question. Here in Colorado, our CTE faculty members are governed by our community college system. So when we developed the modules, we didn't just stay in the two year system. We actually shipped them out to the K-12 system, the secondary system as well.

So they actually – the information that we give can be contextualized for the secondary situation. But the teaching best practices span both primary to secondary to adult ed. So it can be used throughout. So yes. We did actually ship these modules out to our K-12 schools as well as our two year schools and some of the four year schools as well because our four year schools are also CTE faculty and they've also used it. But that's specific to Colorado. I can't tell you how it was actually distributed throughout the United States.

MS. MARTIN: Thank you.

MS. BERG: And another question – and the person asking, I apologize, it was already answered, but how long does it take to get through the modules? How long does it take most instructors?

MS. PEREA: So it depends. Some of the modules are a little bit longer than the other. We definitely, through the revisions, understood time constraints that new instructors had. The average time is 30 minutes to get through a module. However, some instructors, some modules are much shorter and you can get through it in 18 minutes. We did that so that through a work week, an instructor could probably find time to complete three or four modules during their work week. So it was intentional on our part of 18 to 30 minutes completion rate.

MS. MARTIN: Great. And so I didn't do the math or maybe I wasn't listening right, but I know you said that when you first did this, the one that failed, it was 40 hours long. So what's the total number of – you had modules times 18 minutes. How much did you reduce this down from 40 hours? That would be for Brenda or Jen.

MS. PEREA: Sorry, Cheryl. This is Brenda. So the very first 101 – Jumpstart 101 had 13 modules. So if you look at that, they're roughly going to be about six to nine hours.

MS. MARTIN: Wow. That's a big reduction. Thank you so much. OK. So any other questions out there? I think we have answered most of them, a few of them. I know they have been – being answered online directly. So yeah. I think we're at time here, which is modeling what we teach, right?

So I'm going to say yeah. Let's go back to – actually, we have a couple more things we wanted to talk about here. Sorry. One is the connect communities. You've got some information here about how to connect with those communities and get on the SkillsCommons space camp and all of that. So please take advantage of that.

We also, as Erin said earlier, this webinar is part of a series and the series is really wide ranging. It's not all about successful instruction Jumpstart. There's aligning workforce development stakeholders and increasing student support services, increasing academic achievement, adult learning strategies.

So like I said, these are just – what we did today is just one small sample of the kind of resources you can find on SkillsCommons. And these webinars, each take one of those resources and dig into it a lot deeper with the person who developed it. So they're great opportunities to learn more and we hope you'll take advantage of those. Invitations will be going out as they become available.

If you want more information about the impact community, you got a website there. And if you just have further questions, you can always contact the SkillsCommons at support@skillscommons.org. They are very, very helpful and will help you get what – where you want to go on SkillsCommons.

So thank you so much for joining us today. We really appreciate it. And have a good rest of your day.

MR. VEHLOW: Thanks, Cheryl.

(END)