

Title: **How to support experienced teaching staff to develop appropriate strategies for teaching online**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Identify the challenges of designing and delivering an online induction for experienced academic tutors
- Identify key success factors in designing an online induction to online teaching for academic staff
- Evaluate their own institutional development needs in relation to an online induction for teaching online

Session Outline

Staff development programmes which support the enhancement of academic practice for classroom teaching are now common place, as are highly structured induction programmes for staff new to teaching. However, within institutions where strategic decisions have been taken to grow provision of online distance learning programmes, the development of a different range of skills and strategies for effective teaching online are less embedded (Badia et.al, 2016). This discussion paper will outline the approach to the development of an online induction to online teaching developed collaboratively between Manchester Metropolitan University and Pearson Higher Education Services. Training for the use of technology in teaching has traditionally focused upon skill development and confidence in using tools, however where your whole learning environment is mediated by technology there's a need to place pedagogy on an equal footing (Mayer & Murrell, 2014). The design of the induction programme ensures that participants are provided with an online learning experience similar to that of their online students. The learning design of the induction mirrors the learning design of Manchester Met's Global Online programmes and participants participate in learning activities and live events as if they were students. As we are iterating and evaluating the provision of this development activity we have a range of evaluation data (analytics from the VLE, surveys and interview data) which are informing its future development. We will highlight the changes in the induction programme from its first delivery in September 2017 to its most current delivery in September 2018 (6 instances).

The discussion paper will address the challenges of informing practice of experienced teachers in combination with introducing new technologies and learner expectations.

Session Activities and Approximate Timings

Presentation of key issues from paper, focussing on:

- the challenges faced by staff in developing the appropriate skills and strategies for teaching in an online distance environment
- the design on the online induction programme and its underlying pedagogic approach
- the evaluative research of the induction programme and its iteration during 2017 and 2018.

(15 mins)

Facilitated discussion on examining delegates own experience of developing induction/development approaches for alternative modes of delivery – e.g. online, in work, at a distance

(15 mins)

Sharing of effective practice examples generated by participants and by the presenters which the delegates can record, reflect upon, and transfer to their own practice when considering the development of specialised induction/development offers.

(15 mins)

References

Badia, A. , Garcia, C. and Meneses, J. (2017), Approaches to teaching online: Exploring factors influencing teachers in a fully online university. *Br J Educ Technol*, 48: 1193-1207.

Meyer, Katrina A.; Murrell, Vicki S (2014), A National Study of Training Content and Activities for Faculty Development for Online Teaching *Journal of Asynchronous Learning Networks*, v18 n1 2014