



Using Distance Learning Faculty Mentors to Help Promote Success

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Farmingdale State College
National Distance Learning Week 2021
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Overview of Presentation

- Importance of Mentorship
- Mentor Program Overview
- Faculty Mentors Selection
- Faculty Mentors Training
- Mentors' Reporting
- Community Engagement
- Feedback
- Next Steps
- Q&A



Importance of Faculty Mentors

- According to Vaill and Testori (2012), “mentoring is a vital part of online faculty development process” (p. 116).
- Lloyd et al. (2012) state that mentoring is a key factor in effective online teaching, particularly with regard to fostering student engagement in the e-learning environment.



Need for Mentors

- Sudden shift to emergency remote format spring 2020
 - Continued through fall 2020 and spring 2021
 - Mix of online, remote, and face-to-face formats for fall 2021 and spring 2022
- High numbers of faculty who needed training & support (700+)
 - Spring 2020: two full-time instructional designers; one part-time instructional designer; one administrative assistant
- Survey of faculty satisfaction (fall 2020) findings:
 - Requests for small training groups
 - More targeted by user skill levels
 - Trainings based on how to employ technologies in virtual classrooms
 - Opportunities for hands-on work while in training
- Shift to new LMS*

Farmingdale (FSC) Mentor Program Overview

The Distance Learning Mentors are a group of:

- experienced & trained online faculty
- sharing their knowledge and experience
- in pedagogical innovations and strategies for distance learning programs
- Stipend \$2500 per semester/mentor OR
- Stipend \$4000 per academic year/mentor

FSC Mentor Program

Mentors offer:

- small group and individual training sessions;
- Center for Teaching, Learning and Technology (CTLT) presentations to share their expertise with their colleagues from different departments;
- assist faculty in utilizing live streaming technologies (Blackboard Collaborate Ultra, Microsoft Teams, and Google Meet);
- help faculty to incorporate the discipline-specific best pedagogical practices in their courses
- provide faculty with the new LMS migration training support*

Program Timeline

Mentors must attend an Orientation via Collaborate on **Friday, September 17, 2021 at 11:00-12:00**.

Chairs announce a list of trained mentors to the department faculty on **Monday, September 20, 2021**.

Mentors should reach out to faculty from different departments within their school through proactive emails to offer small group or individual training sessions starting from **Monday, September 20, 2021**.

Mentors should be available throughout the semester to answer questions, give suggestions, and provide structured feedback to faculty regarding teaching with new LMS, live streaming technologies, learner community building, student facilitation, assessments, and grading from **Monday, September 20, 2021 till Friday, May 6, 2022**.

Mentors should utilize the Distance Learning Best Practices Checklist as a guidance for the mentoring process.

Mentors must keep track of training sessions with faculty and submit to Distance Learning a report by **Wednesday, May 11, 2022**.

The final reports are reviewed and approved by Distance Learning by **Friday, May 13, 2022**.

Faculty Mentors Selection

- Summer 2020
- Spring 2021
- Fall 2021 - Spring 2022



The Team (fall 2021-spring 2022)

1. Deanna Devlin - Criminal Justice (School of Arts & Sciences)*
2. Michael Figuccio - Psychology (School of Arts & Sciences)**
3. Michael Fraina - Sports Management (School of Business)***
4. Douglas Gallaway - History, Politics & Geography (School of Arts & Sciences)***
5. Jie Li - Computer Systems (School of Business)***
6. Jason Lotz - English & Humanities (School of Arts & Sciences)***
7. Jessica Seifert - Biology (School of Arts & Sciences)*
8. Sherry Manansingh - Nursing (School of Health Sciences)*
9. Gonca Altuger-Genc - Mechanical Engineering (School of Engineering)*
10. Gozde Ustuner - Automotive Technology (School of Engineering)***

Faculty Mentors Training

During the orientation mentors are introduced:

- Program requirements and deadlines
- Mentor Resources
- Remote Faculty Course Template
- Remote Faculty Best Practices Checklist.
- Blackboard LMS
- Collaborate Ultra, Google Meet, and Microsoft Teams



MENTOR RESOURCES



[DL Mentor Incentives Program Fall 2021-Spring 2022](#)



[DL Mentor CTLT Presentations](#)



[Blackboard Collaborate Ultra, Microsoft Teams, and Google Meet](#)



[Online Teaching Checklist](#)



[Teaching at a Distance - SUNY Resources for Teaching Online](#)



[SURVEY TEMPLATE - Faculty Mentoring Services Survey](#)

The survey template is used to evaluate faculty mentoring needs.

SCHOOL OF ENGINEERING TECHNOLOGY VIDEOS



Using a Tablet in Blackboard



Watch Video

Using a Tablet in Blackboard

Duration: 3:45

User: n/a - **Added:** 8/27/20

YouTube URL: <http://www.youtube.com/watch?v=fAYFF4QjCeY>



Using your Phone as a Document Camera in Blackboard



Watch Video

Using your Phone as a Document Camera in Blackboard

Duration: 6:19

User: n/a - **Added:** 8/18/20

YouTube URL: <http://www.youtube.com/watch?v=z0HeHVfu2oM>

Comparison of Blackboard Collaborate Ultra, Google Meet, and Microsoft Teams

	Blackboard Collaborate Ultra	Google Meet	Microsoft Teams
Blackboard Integration	Fully integrated with attendance reports and session recordings	Integrated	Integrated
Mobile App	Yes	Yes	Yes

Blackboard
collaborate™



Google Meet



Microsoft
Teams

Mentors' Reporting

Google documents are shared with mentors for their final reports submitted at the end of the semester:

- Overview of trainings provided
- Number of individual or group training sessions offered
- Number of workshops/seminars conducted
- Total number of faculty trained
- Comments and suggestions

Community Engagement

- Department workshops and presentations
- Provide unique professional development opportunities based on distance learning-specific themes
- Collaboration with Center for Teaching, Learning and Technology (CTLT)
 - Each Presentation: 15 min + Q&A: 5 min: TOTAL 20 mins
 - 2 presentations per session
 - Fall 2021: 10 presentations
 - Spring 2022: TBD

Presentation Themes

1. Teaching and Learning Technologies
2. Pedagogical Innovations in Distance Learning
3. Authentic Assessment Strategies
4. Strategies for Student Engagement
5. Nurturing Online Communities



Workshop 1 - 10/4/2021

Theme: Teaching and Learning Technologies

1. Using VoiceThread for an Interactive Online Classroom Experience
 - Presenter: Dr. Deanna Devlin
Criminal Justice, School of Arts & Sciences
 - Presentation Description: Students do not always favor online courses due to the lack of interaction and engagement with their professor and classmates. However, the use of VoiceThread allows for an engaging experience in asynchronous classes. Dr. Devlin provided a tutorial on how to use VoiceThread and leverage its features to bring traditional features of online learning to life.



Using VoiceThread for an Interactive Online Classroom Experience

Dr. Deanna Devlin
The Center for Teaching, Learning and Technology
Fall 2021 Workshops
October 4, 2021



Workshop 1 - 10/4/2021

Theme: Teaching and Learning Technologies

2. Harnessing the Latest Technologies Trends for Teaching Online

- Presenter: Dr. Douglas Gallaway
History, Politics & Geography, School of Arts & Sciences
- Presentation Description: Many people find teaching online to be challenging but there are a number of ways to improve your online presence. Taking advantage of the latest technologies is a great way to build confidence and improve student learning outcomes. COVID has accelerated the advancement of distance learning and it is time to take advantage of these advancements to improve how we deploy our online classes. Dr. Gallaway discussed innovative teaching technologies such as live streaming options and video creation to help improve your online class.

Harnessing the Latest Technologies Trends for Teaching Online

Douglas Gallaway

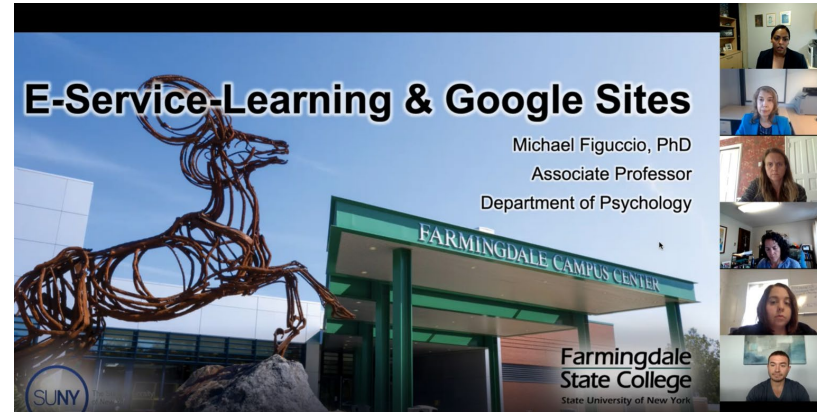


Workshop 2 - 10/7/2021

Theme: Pedagogical Innovations

4. Google Sites and E-Service-Learning

- Presenter: Dr. Michael Figuccio
Psychology, School of Arts & Sciences
- Presentation Description: E-Service-Learning is “an integrative pedagogy that engages learners through technology in civic inquiry, service, reflection, and action” (Dailey-Hebert & Donnelly, 2010, p. 1). In e-service-learning, the service, the course, or both occur online. Recently, it has been established that students obtain similar learning outcomes in both service-learning and e-service-learning activities (Figuccio, 2020). Dr. Figuccio discussed how Google Sites can be employed in e-service-learning projects.



Workshop 2 - 10/7/2021

Theme: Pedagogical Innovations - 10/7/2021

3. Decentering the Classroom with Social Media Trends

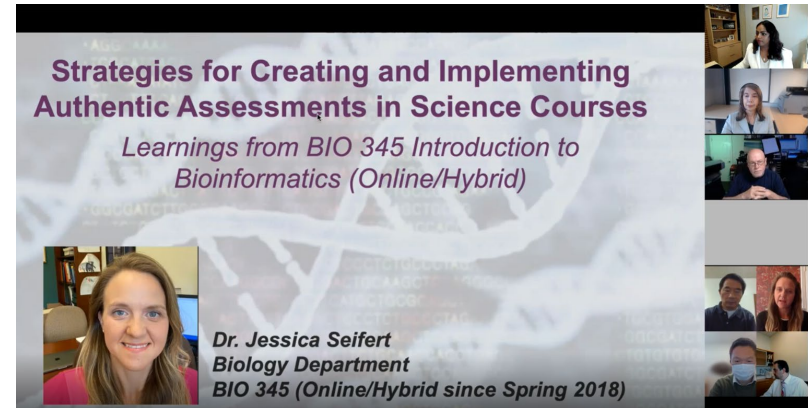
- Presenter: Dr. Jason Lotz
English & Humanities, School of Arts & Sciences
- Presentation Description: Teaching remotely showed us that our students' personal online presence does not always transfer or contribute to their academic online learning. This presentation aims to track some of the online habits and trends that might be harnessed to decenter the classroom (or, redistribute the instructional agency to the students themselves). From reaction videos to the #tellmewithouttellingme challenge, these social media trends encourage students to access learning material on their terms and take more responsibility for their learning experience.



Workshop 3 - 10/12/2021

Theme: Authentic Assessment Strategies

5. Strategies for Creating and Implementing Authentic Assessments in Science Courses
 - Presenter: Dr. Jessica Seifert
Biology, School of Arts & Sciences
 - Presentation Description: Dr. Seifert covered the course-based implementation of a combination of assessment modalities; low stakes assessments, traditional high stakes assessments and high stakes authentic assessment. In addition, she covered the benefits and drawbacks of authentic assessment and strategies for incorporating authentic assessments in courses.



Strategies for Creating and Implementing Authentic Assessments in Science Courses

Learnings from BIO 345 Introduction to Bioinformatics (Online/Hybrid)

Dr. Jessica Seifert
Biology Department
BIO 345 (Online/Hybrid since Spring 2018)

The slide features a background image of a DNA double helix. On the right side, there is a vertical column of small video thumbnails showing other participants in the meeting. A larger video thumbnail of Dr. Jessica Seifert is positioned in the bottom left corner of the slide area.

Workshop 3 - 10/12/2021

Theme: Authentic Assessment Strategies - 10/12/2021

6. Backward Design and Creative Assessment Methods

- Presenter: Dr. Gozde Ustuner
Automotive Technology, School of Engineering
- Presentation Description: Assessment is a key factor for improving student learning. Backward design offers a unique approach for designing, developing and improving course curriculum and assessment methods. Dr. Ustuner focused on designing student-centered assessment methods rather than using traditional assessments and encouraging students to actively participate in the assessments that require them to apply the principles and knowledge they have learned in the courses.



BACKWARD DESIGN AND
CREATIVE ASSESSMENT
METHODS

Presented by: Gozde Ustuner
Engineering Technology Department

Farmingdale
State College

The image shows a Zoom meeting interface. On the left, a presentation slide is displayed with the title 'BACKWARD DESIGN AND CREATIVE ASSESSMENT METHODS' and the presenter's name 'Gozde Ustuner' and department 'Engineering Technology Department'. The Farmingdale State College logo is at the bottom. On the right, a vertical column of six small video thumbnails shows the faces of the participants in the meeting.

Workshop 4 - 10/20/2021

Theme: Strategies for Student Engagement

7. Engaging Tools in Blackboard Collaborate

- Dr. Michael Fraina, Sports Management, School of Business
- Presentation Description: Dr. Fraina covered easily accessible tools that can be used in Blackboard for remote, synchronous and or live streaming classes. He displayed how to utilize the polling feature and breakout groups and shared best practices.



Workshop 4 - 10/20/2021

Theme: Strategies for Student Engagement - 10/20/2021

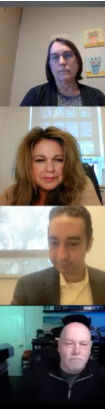
8. Revisit Student Engagement and Best Practices

- Presenter: Dr. Jie Li
Computer Systems, School of Business
- Presentation Description: Dr. Li introduced a broader view of student engagement and recommended best practices to improve student engagement in online, remote, and live-stream classes. She discussed challenges of engaging students in live-stream classes.

Revisit Student Engagement and Best Practices

DISTANCE LEARNING MENTORS WORKSHOP SERIES
"LIVE-STREAM TECHNOLOGIES AND PEDAGOGICAL INNOVATIONS"

DR. JIE LI COMPUTER SYSTEMS DEPARTMENT

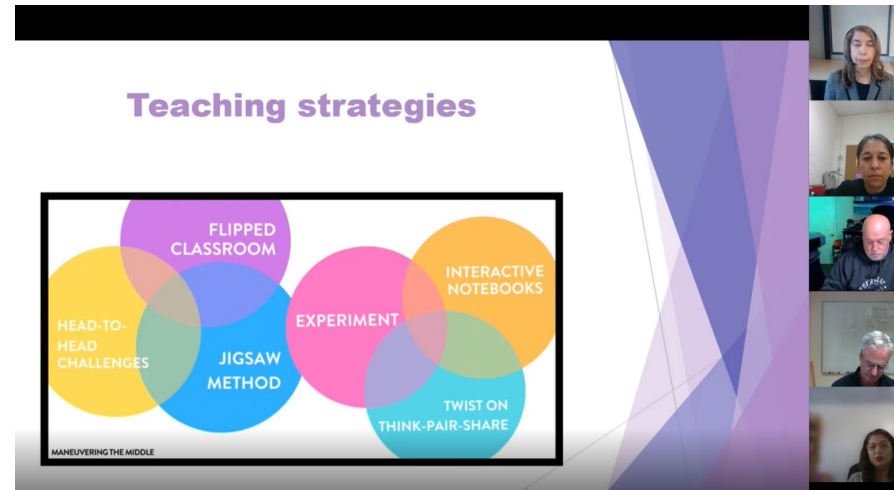


Workshop 5 - 10/28/2021

Theme: Nurturing Online Communities

9. Engage Your Virtual Community

- Presenter: Dr. Sherry Manansingh Nursing, School of Health Sciences
- Presentation Description: Engaging students in the online courses can be challenging for educators. Utilizing various teaching strategies and online communities such as facebook, linked in, and/or twitter can be beneficial to the students for engagement.

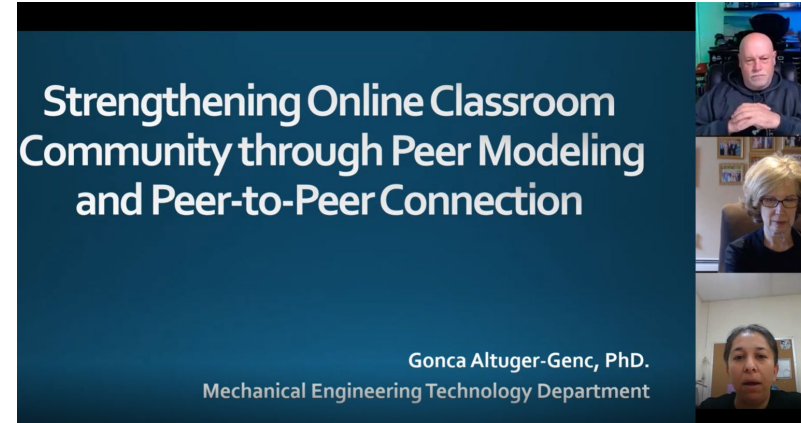


Workshop 5 - 10/28/2021

Theme: Nurturing Online Communities - 10/28/2021

10. Strengthening Online Classroom Community through Peer Modeling and Peer-to-Peer Connection

- Presenter: Dr. Gonca Altuger-Genc
Mechanical Engineering, School of Engineering
- Presentation Description: We start learning from our peers at a very young age. We observe how others complete tasks and replicate their approach. The process is commonly referred to as peer modeling and it continues to be integral to our learning through our lives. In online learning environments forming a platform for students to peer model and as a result create meaningful peer-to-peer connection is a challenge. Dr. Altuger-Genc discussed ideas, formats that can be included in online learning environments to establish and encourage peer modeling to form meaningful peer-to-peer connections.



Strengthening Online Classroom Community through Peer Modeling and Peer-to-Peer Connection

Gonca Altuger-Genc, PhD.
Mechanical Engineering Technology Department

Feedback

- “As a mentor for online faculty during Summer 2020, I had a very positive and effective experience during this major shift for Farmingdale State College.”
- “I worked with faculty individually and we covered everything from uploading a syllabus to sharing content during a Collaborate session.”
- “I hope that the college will provide more support incentives for the fall semester as these issues are only going to persist.”



...in a nutshell

“This sense of barely staying on top of the remote teaching requirements seems to have been widespread. Instructors were committed to serving their students and felt their efforts left no time and energy to innovate or experiment with the various tools available on Blackboard. Ironically, the workshops offered might have helped faculty save time (for example, several instructors described the burden of collecting assignments by email when Blackboard provides a much more efficient means of managing homework, essays, and exams), but the prospect of yet another training session and yet another technology intimidated many and left them content with a “let’s just get through this term” philosophy.”

Next Steps

- Mentors CTLT workshop series wrap-up meeting
November 2021
- Mentors' mid-point reports due December 2021
- Mentors' final reports due May 2022
- Spring 2022 planning
 - CTLT workshops
 - LMS Planning
- Budget for 2022-2023
- Feedback survey for faculty using mentors
program
- Feedback survey for faculty mentors



References

Lloyd, S.A., Byrne, M.M., & McCoy, T.S. (2012). Faculty-perceived barriers to online teaching. *MERLOT Journal of Online Learning and Teaching* 8(1), 1–12. https://jolt.merlot.org/vol8no1/lloyd_0312.pdf

Vaill, A.L., & Testori, P. A. (2012). Orientation, mentoring, and ongoing support: A three-tiered approach to online faculty development. *Journal of Asynchronous Learning Networks* 16(2), 111–119. <https://files.eric.ed.gov/fulltext/EJ971048.pdf>

Thank you!
Questions?

