

## Objective 4: Professional Development for Instructional Technology

**Expand and evaluate faculty and student training opportunities that support the effective use of instructional technology (including Moodle and smart classroom use) both in face-to-face and online learning environments.**

**Champions: VP Student Learning and Director of PRIE**

### Q1: Objective Number

4: Professional Development for Instructional Technology Expand and evaluate faculty and student training opportunities that support the effective use of instructional technology (including Moodle and smart classroom use) both in face-to-face and online learning environments.

### Q2: Action Step Number(s)

4.1, 4.2, 4.3, 4.4, 4.5

### Q3: Have all action steps in this objective been completed?

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Yes

**Q4: If yes, what results has implementing these action steps produced? (Please provide the supporting documents or links that show evidence for your answers on a flash drive to Christina Leimer. Please label each with its corresponding Objective number.)**

**Action Step 4.1:** Develop and implement a tool for all faculty and students to self-evaluate their online skills and make self-training more accessible. (DE Plan item 4 and 5; Technology Plan II.B.1; Action Step 3.3)

- Student self-assessment survey for online learning: <http://www.marin.edu/WORD-PPT/COMDEselfassessment.pdf>
- Faculty course self-evaluation rubric: course design rubric sent out to the DE faculty last semester to use as a self-evaluation tool.

EVIDENCE: Faculty course self-evaluation rubric

**Action Step 4.2:** Provide ADA training and assessment to faculty and staff to assure students' accessibility to their course material in Moodle. (DE Plan item 8d; Action Step 3.6)

- Hired Instructional Technologist – Online Education; reviewing DE site to ensure ADA compliance.
- SAS Assistive Technologist – works individually with faculty to make course materials accessible to all students.
- ADA best practices and tips: <http://www.marin.edu/WORD-PPT/ADABestPracticeRemindersKS1-15-14.pdf>

EVIDENCE: Email exchange regarding ADA quiz settings (shows collaboration between Assistive Tech and Instructional Tech.  
Outcome: Instructor trained in one-on-one session via Joinme

**Action Step 4.3: Improve and expand student and faculty usage of Moodle to ensure efficiency. (DE Plan item 3.a; Technology Plan II.B.1; Action Step 3.8.)**

- Moodle is used across the curriculum (online, hybrid, and face-to-face courses): FAQs for faculty: <http://www.marin.edu/DE/faculty-faq.html>
- Instructional Technologist position has been filled after six months and providing Moodle support to students and faculty
- Online Writing Center and Turnitin are embedded in Moodle

EVIDENCE:

- Sample email/Trackit of student issue with Turnitin (See #2)
- Footprint assignment and Turnitin instructions (created and given to faculty member as a result of issues students and faculty member experienced with Instructor's first Turnitin assignment - such as unclear instructions to students on submission requirements, students lack of understanding of how to work with images, and popup difficulties in accepting terms of agreement for Turnitin. Helps to maintain retention and persistence. Identifies areas of need in FAQ for students.
- Trackit Work Orders Report – Moodle Help keeps pace with help desk requests in one month period.

**Action Step 4.4: Provide online pedagogy and technical support for faculty who wish to offer course(s) in a DE format or face-to-face. (DE Plan item 8a; Action Step 3.11)**

- DE Coordinator and Instructional Technologist hold open lab sessions for faculty once a week
- DE Coordinator and Instructional Technologist work one-on-one with faculty for pedagogical and technical support

**Action Step 4.5: Provide instructional technology training to faculty and staff for improving their technology skills. (Technology Plan II.C.3) II.C.3 Campus Migration to MS Office 2010 and MAC Office 2011**

- The IT department has completed the deployment of the current version of Microsoft Office, the main productivity tool for our staff and faculty. IT has made an effort to sign up users to the Microsoft Online Learning Program. Both the IT department and the District's Staff Development team are working to be more involved with the Flex training events. The IT department is also planning to enable new communication and collaboration tools (O365, new portal, new website), which is expected to help organize and present knowledge throughout the organization in the most effective way.
- Flex activities were held in Fall 2014 and Spring 2015 to train faculty on Moodle and Turnitin: <http://www.marin.edu/DE/faculty.html>
- Weekly open labs are held by the DE Coordinator and Instructional Technologist: <http://www.marin.edu/DE/faculty.html>

EVIDENCE:

- Email to Faculty from DE Coordinator re: streaming videos (shows collaboration between library, DE Coordinator, and faculty);
- Email from IT to COM ALL

**Q5: If not, which remain incomplete and why? For those action steps that were completed, what results or outcomes did they produce? (Please provide the supporting documents or links that show evidence for your answers on a flash drive to Christina Leimer. Please label each with its corresponding Objective number.)**

*Respondent skipped this question*

**Q6: Should this objective be carried into the next cycle of the strategic plan?** \_\_\_\_\_

Yes

**Q7: Please comment as to why or why not?**

This is ongoing work and supports multiple Educational Master Plan objectives.