MJI eLearning Faculty Development Workshop

August 31, 2021

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eLearning Faculty Development Workshop Recording

eLearning Faculty Development Workshop
This workshop offers current information on the pedagogy of online, synchronous (live) adult education and offer options for incorporating theory and best practices to engage the virtual learner into an online, live education session.

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eFaculty Development for MJI Teaching & Facilitation

PARTICIPANT GUIDE

August 31, 2021

26 August 2021

Dear Participant,

Welcome to the *eFaculty Development for MJI Teaching and Facilitation Workshop.* I look forward to engaging with you virtually to create explore active learning and master the technology of virtual gatherings.

This packet contains information on the workshop purpose, outcomes, and agenda, plus supporting information and handouts for your use during the session.

Please let me know if you have questions about the materials via bierema@uga.edu or 706-248-5290.

I look forward to working with you.

Kind regards,

Laura L. Bierema
Professor

eFaculty Development for MJI Teaching and Facilitation Workshop Purpose

The purpose of *The Power of Active Learning Workshop* is to model effective design and delivery of active pedagogy for online, synchronous (live) education and meetings that engages participants using evidence-based practices.

eFaculty Development for MJI Teaching and Facilitation Workshop Outcomes

As a result of attending the full workshop, participants will:

- Share a welcome, overview, and check-in.
- Design to facilitate active, adult learning
- Master technology for virtual learning and facilitation
- Reflect on our learning process.

eFaculty Development for MJI Teaching and Facilitation Facilitation Agenda

Tuesday 31 August 2021				
Time EDT	**Allotted**	**Topic**	**Lead**	**Materials/Media/Notes**
9:00	:15	**Share:** Welcome, Overview, and check-in 1. Set Context (MJI) 2. Review Agenda (Laura) 3. Check-in (Laura)	Laura MJI	• Handout • Check-in Chat & Debrief
9:15	:45	**Design:** To Facilitate Active, Adult Learning 1. Use the principle of "Backward Design" 2. Plan with the POP (Purpose, Outcomes, Process) Model 3. Foster Active Learning	Laura Tina	• Lecturette • Backward design • Pop activity
10:00	:10	Break	Laura	
10:10	:40	**Master:** Technology For Virtual Learning And Facilitation 1. Poll 2. Chat 3. Share Screen 4. Show Video 5. Touch up 6. Manage Security 7. Host like a Boss	Laura	Lecturette Modeling Video
10:50	:10	**Break**		
11:00	:35	**Build:** A Toolbox For Engaging Learners Digitally 1. Enlist help! 2. Pre-game 3. Break the ice 4. Try "Small Teaching" strategies 5. Practice!	Laura	• Lecturette • Assessment • Application • Poll • Debrief
11:35	:10	**Reflect:** On our Learning and Process 1. Recall active learning tools 2. Share next steps	Laura	• Lecturette • Application • At-large discussion
11:45	:00	**Adjourn**	All	

Quotes

Technology will never replace great teachers, but in the hands of great teachers, it's transformational.
-George Couros

Technology will not replace teachers, but teachers who use technology will replace those who do not.
-Unknown

2-word Check-in

Why do 2-word Check-ins matter?

Backward Design

Established Outcomes	Transfer	
The enduring understandings and learning goals of the lesson, unit, or course.	*Learners will be able to independently use their learning to…* (Refers to how students will transfer the knowledge gained from the lesson, unit, or course and apply it outside of the context of the course).	
	Meaning	
	Understandings *Students will understand that…* (Refers to the big ideas and specific understandings learners will have when the complete the lesson, unit, or course).	**Essential Questions** (Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If learners attain the established goals, they should be able to answer the essential question(s)).
	Acquisition	
	Learners will know… (Refers to the key knowledge learners will acquire from the lesson, unit, or course).	*Learners will be skilled at…* (Refers to the key skills learners will acquire from the lesson, unit, or course).

Evaluative Criteria	Assessment Evidence
Refers to the various types of criteria that learners will be evaluated on.	**Performance Task(s):** Refers to the authentic performance task(s) that learners will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that coalesce various concepts and understandings like large projects or papers. **Other Evidence**: Refers to other types of evidence that will show if learners have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.

Summary of Key Learning Events and Instruction—The POP (Purpose, Outcomes, Process) **This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.**

Backward Design, Example of *This* Workshop

Established Outcomes	*Transfer*	
	Learners will be able to independently use their learning to… **model effective design and delivery of active pedagogy for online, synchronous (live) education and meetings that engages participants using evidence-based practices.**	
	Meaning	
• Share a welcome, overview, and check-in. • Design to facilitate active, adult learning • Master technology for virtual learning and facilitation • Reflect on our learning process.	**Understandings** *Students will understand that…* • **Pedagogy should drive the learning, not technology** • **Active learning facilitates understanding, retention, and transfer** • **Effective virtual design can be small and gradual**	**Essential Questions** 1. **How can I create active, meaningful sessions?** 2. **How can I help learners connect with each other in virtual space?** 3. **How can I privilege pedagogy over technology in this work?** 4. **How will I quell my fear of virtual facilitation?** 5. **What will I do differently?**
	Acquisition	
	Learners will know… • **Design steps for virtual gatherings** • **Principles of active, adult learning** • **Logistics of zoom technology**	*Learners will be skilled at…* • **Designing active, adult learning experiences in virtual settings** • **Mastering technology for virtual learning and facilitation** • **Building a toolbox for engaging learners digitally**

Evaluative Criteria	Assessment Evidence
Mastery of active, adult learner-friendly pedagogy and use of the virtual technology	**Performance Task(s):** 1. **Design active, online teaching and meetings using backward design and effective adult learning pedagogy** 2. **Use Zoom effectively to facilitate virtual sessions.** 3. **Apply small teaching strategies to make virtual sessions engaging and optimize learning.** 4. **Deliver effective virtual instruction and facilitation**
	Other Evidence: 1. **Participation in the Zoom Practice Lab** 2. **Teaching others ho to master virtual pedagogy and technology**

Summary of Key Learning Events and Instruction—The POP (Purpose, Outcomes, Process), page 9, with examples on pages 4 and 9 of this guide.

Backward Design, Your Turn

Established Outcomes	Transfer
	Learners will be able to independently use their learning to…

	Meaning	
	Understandings *Students will understand that…*	**Essential Questions**
•		

	Acquisition	
	Learners will know…	*Learners will be skilled at…*

Evaluative Criteria	Assessment Evidence
	Performance Task(s):
	Other Evidence:

Summary of Key Learning Events and Instruction—The POP (Purpose, Outcomes, Process), page 9, with examples on pages 4 and 9 of this guide.

The POP (Purpose, Outcomes, Process)

Example of a "POP" (Purpose, Outcomes, Process)*

Training Title:	Train-the-Trainer Workshop Introduction			
Purpose:	Share and Process information related to becoming an effective trainer.			
Outcomes:	1. Explain the concepts of effective training and development. 2. Reflect on your role as a trainer and articulate a teaching vision for yourself. 3. Raise concerns and hopes about becoming a trainer.			

🕐 Time	Allotted	Learning Outcome	Methods and Activities	Materials and Media
8:00	:30	*Outcome:* Welcome everyone. Set stage for day. Conduct icebreaker.	1. Welcome participants. 2. Facilitate introductions 3. Play the Name Game	• Agenda • Koosh™ Ball
8:30	1:00	*Outcome:* Explain the concepts of effective training and development.	1. Lecture on core principles. 2. Paired reflections. Participants will teach each other core points from lecture.	• Workbook • LCD projector
9:30	:15	*Break*	*Break*	• *Break*
9:45	1:05	*Outcome:* Reflect on your role as a trainer and articulate a teaching vision for yourself.	1. Participants individually draw a picture of their vision of themselves as trainers. 2. Participants will share pictures with table. Each table will share a brief summary of highlights. 3. Post pictures on the wall.	• Music • LCD projector • Crayons/paper
10:50	:10	*Break*	*Break*	• *Break*
11:00	:45	*Outcome: Raise concerns and hopes about becoming a trainer.*	1. Dialogue about the issues.	• Dialogue Ground Rules • Chairs arranged in a circle • Koosh™ Ball
11:45	:15	*Outcome: Share closing thoughts, comments, and feedback on the course content and facilitation.*	1. Round Robin sharing. Passing is okay.	
12:00	:00	*Adjourn*	*Adjourn*	*Adjourn*

* Backward Design & POP Template included in participant materials for this course.

Learning and Meeting Activity Level Chart

Click here for definitions of Learning and Meeting Activities.

Activity Level of Instructional Techniques

High	Medium	Low
Group Discussion	Reaction Panel	Lecture
Buzz Group	Screened Speech/Video	Panel
Case Study	Listening Group	Symposium
Game	Behavior Modeling	Demonstration
Simulation, Application	Role Playing	Self-assessment
In-basket	Storytelling	Quizzes
Structured Experience	Silence	Voting
Critical Incident	Observation	Polling
Trial and Error	Reflective Practice	Reading
Jigsaw, Peer Teaching	Dialogue	
Categorization	1-Minute Paper/Writing	
Walking, Movement	Concept Mapping	

Circle some you commit to try in the next virtual session you facilitate.

Your Turn: The "POP" Template

Session Title:	
Purpose:	
Outcomes:	

⏲ Time	Allotted	Learning Outcome	Methods and Activities	Materials and Media
	:00	*Adjourn*	*Adjourn*	*Adjourn*

Abridged Small Teaching Online Strategies

Inventory of Small Online Teaching Practices
(Based on Darby & Lang's 2019 book, *Small Online Teaching)*

Scan the items and identify 2 that you commit to trying, pp. 12-14.

Designing for Learning:	Never	Rarely	Now and Then	Often	Always
1. I use backward design—essentially planning the course with the end in mind by determining what learners should know when the class finishes.					
2. I make the purpose of class activities explicit (e.g., including the rationale of pedagogical decisions in module descriptions).					
3. I make the purpose of class assignments explicit (e.g., what to do, why it is assigned, how to do it).					

Guiding Through Learner Engagement:	Never	Rarely	Now and Then	Often	Always
4. I scour class interactions for clues to whether learners understand the content (e.g., ask for explanations or illustrations, analyze learner questions, engage regularly in online discussions).					
5. I provide module discussion highlights to emphasize important concepts from the discussions, particularly by highlighting exceptional posts.					

Using Media and Technology Tools:	Never	Rarely	Now and Then	Often	Always
6. I use teaching methods that make it easier, not more difficult, for learners to learn.					
7. I create short (3-5 minute) lecture videos (these can be short narrative videos webcam-style videos where you speak directly to the camera).					
8. I find the right tech tool for the job, instead of letting technology drive the curriculum (begin with the learning objective and *then* select the technology).					

Building Community:	Never	Rarely	Now and Then	Often	Always
9. I understand and build in the three primary aspects of building a learning community: 1) Cognitive presence—meaning creation through sustained communication), 2) Social presence—promoting emotional expression, open communication, and group cohesion, and 3) Teaching presence—good learning design and facilitation.					
10. I design and teach for cultural inclusion.					
11. I have sought continuing education in culturally responsive online teaching.					

Giving Feedback:	Never	Rarely	Now and Then	Often	Always
12. I put myself in my students' shoes and attempt to understand how the class is experienced from their vantage points.					
13. I give meaningful comments via media tools such as recording audio or video to give feedback rather than relying on text.					

Fostering Student Persistence and Success:	Never	Rarely	Now and Then	Often	Always
14. I assign a goals or learning contract to clarify expectations for how they should behave and can succeed in the course.					
15. I use mastery quizzes that are nonconsequential to help students assess their learning.					

Creating Autonomy:	Never	Rarely	Now and Then	Often	Always
16. I encourage groups to create community agreements—basically a contract for how they will engage with each other.					
17. I hold students accountable for high-quality work and support them to create it.					

Making Connections:	Never	Rarely	Now and Then	Often	Always
18. I activate prior knowledge by asking what learners already know about a topic. This can happen through quizzes or writing activities that are assessed.					
19. I embed concept or mind maps into the content to help learners visualize connections.					
20. I relate student learning to their personal experience, outside interests, and goals.					
21. I assign personal learning networks for students to make connections beyond the classroom (e.g., friends, colleagues, experts, or family).					
22. I foster connections between course content and other unique things that will inspire and engage students such as work experiences or current events. We curate these items in a shared space.					

Developing as an Online Instructor:	Never	Rarely	Now and Then	Often	Always
23. I have taken or will take an online class to see how it feels to be a student in an online context.					
24. I build self-efficacy for online teaching by making small changes to improve my teaching on an ongoing basis.					
25. I peruse resources and learning to continually develop my online teaching repertoire.					
26. I teach other educators what I know about effective online teaching.					
27. I make time to grow as an online educator by dedicating time and space to learn.					
28. I energize myself so I can energize and motivate learners.					

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2-Idea Check-out
List two key steps you will take as a result of this workshop on virtual teaching and facilitating.

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Zoom. Tips & Tricks for Teachers Educating on Zoom or https://zoom.us/docs/doc/Tips and Tricks for Teachers Educating on Zoom.pdf

Biographical Information
Dr. Laura L. Bierema

Professor, executive coach, company president, author, AHRD president, Lukas' Fund co-founder, past faculty senate president, volunteer, avid runner sidelined by injury, ex-executive, cyclist, nonprofit board member, former dental assistant, disastrous waitress, rusty choral singer, failed pianist, aspiring potter, fumbling knitter, skilled vegetarian cook, bread maker, world traveler, Fulbright scholar, and a decent leader on her good days.

LAURA L. BIEREMA is Professor, University of Georgia (UGA), College of Education (COE). Her academic program is in Adult Learning, Leadership, and Organization Development. Previously, Dr. Bierema was Assistant Professor in the School of Labor and Industrial Relations at Michigan State University where she also led faculty development in the College of Human Medicine. Prior to her career in academia, Dr. Bierema held a variety of human resources management and executive positions in the automotive industry with AlliedSignal, Inc. (now Honeywell). From 2013-2016 Dr. Bierema was the UGA COE Associate Dean for Academic Programs.

Dr. Bierema's research interests include workplace learning, career development, women's development, organization development, executive coaching, leadership, and critical human resource development. Dr. Bierema holds both bachelor's and master's degrees from Michigan State University and a doctorate in adult education from UGA. She has published over 100 book chapters and articles that have appeared in both research and professional publications. Dr. Bierema's books include:

- *Women's Career Development across the Lifespan*
- *Philosophy and Practice of Organizational Learning, Performance, and Change*
- *Critical Issues in Human Resource Development*
- *Implementing a Critical Approach to Organization Development*
- *Adult Learning: Linking Theory and Practice*
- *An Introduction to Organization Development: An Action Research Approach, 1st and 2nd Editions*
- *Connecting Adult Learning and Knowledge Management: Strategies for Learning and Change In Organizations.*
- *Human Resource Development: Critical Perspectives and Practice (forthcoming)*

Dr. Bierema is a Cyril O. Houle Scholar in Adult and Continuing Education and Lilly Fellow. She is the recipient of the Richard A. Swanson Excellence in Research Award and four Academy of Human Resource Development's "Cutting Edge" Awards for best conference paper. She is the 2009 recipient of the *Highly Commended Award by* the Emerald Literati Network Awards for Excellence; 2012 winner of the University of Georgia College of Education Russell H. Yeany, Jr. Research Award; 2012 recipient of the Sherpa Trailblazer of the Year Award in recognition of innovation application of the Sherpa Coaching Process; 2013 winner of the Academy of Human Resource Development's Outstanding Scholar Award; 2014 winner of the Academy of Human Resource Development's Book of the Year; 2015 winner of the University, Professional, and Continuing Education Association Phillip E. Frandson Award for Literature; 2017 recognition as a Master Executive Coach by Sherpa Coaching; 2018 U.S. Fulbright Research Scholar; 2018-2019 UGA Senior Teaching Fellow, 2019 recipient of the Ira Aaron Teaching Excellence and Collegiality Award; and 2021 Inductee into the Adult and Continuing Education Hall of Fame

Lest Dr. Bierema take herself too seriously, she balances her left brain by learning to knit, talking to her dogs, riding her bicycle around the world with her spouse Mark, tasting fine wines, collecting original art, cooking gourmet vegetarian meals, reading great literature and trashy novels, traveling to interesting places near and far, indulging in gastronomic adventures with friends, and hitting the beach whenever possible, preferably in Onekama, MI.

Learning and Meeting Activity Level Chart

Activity Level of Instructional Techniques		
High	**Medium**	**Low**
Group Discussion Have small groups discuss course material and field questions from learners in their audience.	**Reaction Panel** A group of experts present short presentations and a moderator guides the discussion and elicits audience questions.	**Lecture** An educational talk to an audience. Generally passive.
Buzz Group A small group of people that is divided from a larger group to talk about ideas, solutions to problems for a short period of time.	**Screened Speech/Video** Watch or listen to a speech or video an discuss. Give prompts to listen or watch for (e.g., what was the key question/point?).	**Panel** A group of people who answer questions, give advice or opinions, or take part in a discussion for an audience.
Case Study Learners collaborate to learn course concepts and develop key skills and competencies while focusing on real life problems.	**Listening Group** Learners listen to each other's work and discuss it.	**Symposium** A collection of essays or papers on a particular subject by a number of contributors.
Game Create or use a web-based game platform to review lesson.	**Behavior Modeling** Showing learners how to do something and guiding them through the process of imitating the modeled behavior.	**Demonstration** A practical exhibition and explanation of how something works or is performed.
Simulation, Application Learners and/or faculty perform specific roles for demonstration purposes. Include guiding principles, specific rules, and structured relationships.	**Role Playing** The acting out of the part of a particular person or character that is the focus of the lesson.	**Self-assessment** Evaluation of oneself or one's actions and attitudes related to performance of a job or learning task against an objective standard.
In-basket An assessment too to evaluate how well learners can make decisions related to content.	**Storytelling** Tell stories about the topic to spark interest, aid the flow of lectures, make material memorable and build rapport.	**Quiz** A test of knowledge, especially a brief, informal test given to learners.
Structured Learning Experience-SLE An experiential, supervised, in-depth learning activity that allows learners to experience the concept (i.e., work-based learning).	**Silence** Often underrated, silence can make space for reflection, demonstration, collaboration, and concentration.	**Voting or Polling** A low-stakes, real-time engagement of earners around course content through reflection, opinion assessment, or knowledge or skill evaluation, and/or skills in

Activity Level of Instructional Techniques

High	Medium	Low

real time and with low or no stakes.

High	Medium	Low
Critical Incident Learners identify situations where they have experienced effective, exceptional, challenging, or personally meaningful outcomes.	**Observation** Learning by watching the behaviors and interactions of other people and then mimicking, critiquing, or analyzing them.	**Reading** Learners read silently or are invited to read passages aloud to the class.
Trial and Error A problem solving method in which multiple attempts are made to reach a solution.	**Reflective Practice** Examining one's underlying beliefs and assumptions about topic or concept.	**Video** Showing film clips to learners that relate to the course content.
Jigsaw/Peer Teaching Team based activity where each member/team becomes a subject matter expert in course material and teaches their subject to their team members./Learners teach each other basic/intermediate levels of course materials or needed skills.	**Dialogue** Communication that prioritizes meaning making over idea advocacy where participants suspend judgment and ask questions of genuine curiosity.	**Audio** Playing audible content for learners to listen and react to (e.g., speeches, poetry, music, literature).
Categorization Grouping objects or ideas according to criteria that describe common features or the relationships among all members of the concept.	**1-Minute Paper/Writing** Short writing task designed to focus learners on one term or concept from a lesson. Can be used for assessment or reflection.	
Walking, Movement Adults learn better through movement. Try stretch breaks, short walks with a partner to discuss the topic and retain material.	**Concept Mapping** Visual representations of information in the form of charts, graphic organizers, tables, flowcharts, Venn Diagrams, timelines, or T-charts.	
	Think—Pair—Share Short individual reflection or writing to a prompt or question; *then* paired discussion with a partner; *then* sharing with a larger group.	

Circle some you commit to try in the next virtual session you facilitate.

Backward Design

Established Outcomes	Transfer	
The enduring understandings and learning goals of the lesson, unit, or course.	*Learners will be able to independently use their learning to…* (Refers to how students will transfer the knowledge gained from the lesson, unit, or course and apply it outside of the context of the course).	
	Meaning	
	Understandings *Students will understand that…* (Refers to the big ideas and specific understandings learners will have when the complete the lesson, unit, or course).	**Essential Questions** (Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If learners attain the established goals, they should be able to answer the essential question(s)).
	Acquisition	
	Learners will know… (Refers to the key knowledge learners will acquire from the lesson, unit, or course).	*Learners will be skilled at…* (Refers to the key skills learners will acquire from the lesson, unit, or course).

Evaluative Criteria	Assessment Evidence
Refers to the various types of criteria that learners will be evaluated on.	**Performance Task(s):** Refers to the authentic performance task(s) that learners will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that coalesce various concepts and understandings like large projects or papers.
	Other Evidence: Refers to other types of evidence that will show if learners have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.

Summary of Key Learning Events and Instruction—The POP (Purpose, Outcomes, Process)

This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.

Backward Design, Example of *This* Workshop

Established Outcomes	Transfer	
• **Share a welcome, overview, and check-in.** • **Design to facilitate active, adult learning** • **Master technology for virtual learning and facilitation** • **Reflect on our learning process.**	*Learners will be able to independently use their learning to…* **model effective design and delivery of active pedagogy for online, synchronous (live) education and meetings that engages participants using evidence-based practices.**	
	Meaning	
	Understandings *Students will understand that…* • **Pedagogy should drive the learning, not technology** • **Active learning facilitates understanding, retention, and transfer** • **Effective virtual design can be small and gradual**	**Essential Questions** 1. **How can I create active, meaningful sessions?** 2. **How can I help learners connect with each other in virtual space?** 3. **How can I privilege pedagogy over technology in this work?** 4. **How will I quell my fear of virtual facilitation?** 5. **What will I do differently?**
	Acquisition	
	Learners will know… • **Design steps for virtual gatherings** • **Principles of active, adult learning** • **Logistics of zoom technology**	*Learners will be skilled at…* • **Designing active, adult learning experiences in virtual settings** • **Mastering technology for virtual learning and facilitation** • **Building a toolbox for engaging learners digitally**

Evaluative Criteria	Assessment Evidence
Mastery of active, adult learner-friendly pedagogy and use of the virtual technology	**Performance Task(s):** 1. **Design active, online teaching and meetings using backward design and effective adult learning pedagogy** 2. **Use Zoom effectively to facilitate virtual sessions.** 3. **Apply small teaching strategies to make virtual sessions engaging and optimize learning.** 4. **Deliver effective virtual instruction and facilitation**
	Other Evidence: 1. **Participation in the Zoom Practice Lab** 2. **Teaching others ho to master virtual pedagogy and technology**

Summary of Key Learning Events and Instruction—The POP (Purpose, Outcomes, Process), page 9, with examples on pages 4 and 9 of this guide.

The Backward Design & POP (Purpose, Outcomes, Process): Examples and Templates

Backward Design, Your Turn

Established Outcomes	Transfer
	Learners will be able to independently use their learning to…

	Meaning	
	Understandings *Students will understand that…*	**Essential Questions**

	Acquisition	
	Learners will know…	*Learners will be skilled at…*

Evaluative Criteria	Assessment Evidence
	Performance Task(s):
	Other Evidence:

Summary of Key Learning Events and Instruction—The POP (Purpose, Outcomes, Process), next page

Example of a "POP" (Purpose, Outcomes, Process)

Session Title:	Train-the-Trainer Workshop Introduction			
Purpose:	Share and Process information related to becoming an effective trainer.			
Outcomes:	1. Explain the concepts of effective training and development. 2. Reflect on your role as a trainer and articulate a teaching vision for yourself. 3. Raise concerns and hopes about becoming a trainer.			
🕐 **Time**	**Allotted**	**Learning Outcome**	**Methods and Activities**	**Materials and Media**
8:00	:30	*Outcome:* Welcome everyone. Set stage for day. Conduct icebreaker.	1. Welcome participants. 2. Facilitate introductions 3. Play the Name Game	• Agenda
8:30	1:00	*Outcome:* Explain the concepts of effective training and development.	1. Lecture on core principles. 2. Paired reflections. Participants will teach each other core points from lecture.	• Workbook • LCD projector
9:30	:15	*Break*	*Break*	• *Break*
9:45	1:05	*Outcome:* Reflect on your role as a trainer and articulate a teaching vision for yourself.	1. Participants individually draw a picture of their vision of themselves as trainers. 2. Participants will share pictures with table. Each table will share a brief summary of highlights. 3. Post pictures on the wall.	• Music • LCD projector • Crayons/paper
10:50	:10	*Break*	*Break*	• *Break*
11:00	:45	*Outcome: Raise concerns and hopes about becoming a trainer.*	1. Dialogue about the issues.	• Dialogue Ground Rules • Chairs arranged in a circle
11:45	:15	*Outcome: Share closing thoughts, comments, and feedback on the course content and facilitation.*	1. Round Robin sharing. Passing is okay.	
12:00	:00	*Adjourn*	*Adjourn*	*Adjourn*

The Backward Design & POP (Purpose, Outcomes, Process):
Examples and Templates

"POP" (Purpose, Outcomes, Process) Template

Training Title:				
Purpose:				
Outcomes:				
🕐 **Time**	**Allotted**	**Learning Outcome**	**Methods and Activities**	**Materials and Media**
	:00	*Adjourn*	*Adjourn*	*Adjourn*

Inventory of Small Online Teaching Practices
(Based on Darby & Lang's 2019 book, *Small Online Teaching)*

Select one course to consider when responding below. Focus course: _____

Designing for Learning:	Never	Rarely	Now and Then	Often	Always
1. I use backward design—essentially planning the course with the end in mind by determining what learners should know when the class finishes.					
2. I begin working on the final assessment in Week 1 (e.g., activity to familiarize students with the assessment, Q&A, low stake quizzes, or student reiteration of their understanding of the assignment).					
3. I make the purpose of class activities explicit (e.g., including the rationale of pedagogical decisions in module descriptions).					
4. I make the purpose of class assignments explicit (e.g., what to do, why it is assigned, how to do it).					
5. I invite students to reflect on and respond to learning objectives for the course with activities such as connecting it to current knowledge or rephrasing key ideas.					
6. I look back and look ahead by revisiting an early activity later in the semester (e.g., ask students to write about a principle they learned early in the semester at the midpoint or later using 3-Takeaways—what were 3 things I learned?, or a Think-Pair-Share activity).					
7. I provide learners frequent reminders about the purpose and content of course activities.					
8. I point students back to the core objectives of the course.					
9. I connect the beginning and ending by helping students see what they are working toward on day 1 of the semester.					
10. At the end of the semester, I invite learners to reflect on how far they have come in their learning and how they will continue learning after the course .					

Guiding Through Learner Engagement:	Never	Rarely	Now and Then	Often	Always
11. I break down complex tasks into smaller steps with checklists, mini-assignments, outline submission for projects/papers for feedback, annotated bibliographies, and published incremental deadlines.					
12. I release content strategically by using the "conditional release" (CR) function in my learning management system (e.g., requiring a certain level of mastery on a quiz or assignment before students can move to the next project or assignment).					
13. I scour class interactions for clues to whether learners understand the content (e.g., ask for explanations or illustrations, analyze learner questions, engage regularly in online discussions).					
14. I provide module discussion highlights to emphasize important concepts from the discussions, particularly by highlighting					

Guiding Through Learner Engagement:	Never	Rarely	Now and Then	Often	Always
exceptional posts.					
15. I give frequent feedback to help students know whether they are on track.					

Using Media and Technology Tools:	Never	Rarely	Now and Then	Often	Always
16. I use teaching methods that make it easier, not more difficult, for learners to learn.					
17. I provide alternative means of access to the materials and tools I used for online teaching (check with your institution's disability or accessibility resources department). This might include captioning videos, providing transcripts for audio and video, or tagging images.					
18. I create short (3-5 minute) lecture videos (these can be short narrative videos webcam-style videos where you speak directly to the camera).					
19. I spur engagement with online content such as short videos with brief assessments, quizzes, short writing assignments, or learner video or audio responses.					
20. I leverage video for spontaneous updates such as clearing up confusion about concepts, sharing class announcements, or giving feedback.					
21. I source existing video and audio media on the subject matter such as movie clips, podcasts, news lips, images, TEDtalks, song lyrics, YouTube videos, with considerations for copyright and accessibility.					
22. I find the right tech tool for the job, instead of letting technology drive the curriculum (begin with the learning objective and *then* select the technology).					

Building Community:	Never	Rarely	Now and Then	Often	Always
23. I understand and build in the three primary aspects of building a learning community: 1) Cognitive presence—meaning creation through sustained communication), 2) Social presence—promoting emotional expression, open communication, and group cohesion, and 3) Teaching presence—good learning design and facilitation.					
24. I structure student interactions in the zone of proximal development to help students learn from each other as well as me through online discussions, student-posted introductions/bios, meaningful online discussion prompts, small group discussions, and encouraging social interactions to support learning.					
25. I show up regularly for my students with frequent posting of video or text announcements, engaging in the online discussion forum, giving timely feedback, and letting them know when I fall behind. Learners feel my presence.					

Building Community:	Never	Rarely	Now and Then	Often	Always
26. I reveal my personality to learners by sharing my personal and professional interests, creating a "Meet Your Instructor" section of the online class with a photo and bio or video, and intentionally connecting with learners.					
27. I design and teach for cultural inclusion.					
28. I am mindful of differences in ethnicity, culture, sexual orientation, political affiliation, gender identity, faith backgrounds, and other aspects of human diversity among my learners.					
29. I have sought continuing education in culturally responsive online teaching.					
30. I monitor online discussions for culturally sensitive language and behavior.					
31. I take time to learn students' names, nicknames, correct name pronunciation, preferred pronouns, and other aspects of student culture and heritage that are important to them.					
32. I convey care and support to learners by getting to know them, considering their needs, understanding their commitments, providing flexibility when needed, valuing them as individuals and learners, conveying empathy, following up with students who disappear, asking how the class or semester is going, and offering an "Oops Token," for a no-questions-asked deadline extension or way to make up for an unexpected challenge or honest mistake.					

Giving Feedback:	Never	Rarely	Now and Then	Often	Always
33. I am timely and responsive when it comes to giving feedback to learners about their progress.					
34. I put myself in my students' shoes and attempt to understand how the class is experienced from their vantage points.					
35. I set deadlines strategically based on when I am available for student queries and grading.					
36. I have real, just-in-time conversations with learners such as optional, synchronous sessions to review course content, answer questions, or discuss assignments.					
37. I schedule brief 1:1 meetings with students when feasible (this strategy would not work with very large classes).					
38. I creatively schedule virtual office hours by rebranding them to "coffee breaks," "afternoon tea," or "consultations"; holding them less frequently (e.g., 4x per semester); scheduling them at useful times such as prior to an exam or deadline; announcing the schedule ahead of time, using a meeting scheduler to find the best time; encouraging students to submit questions in advance; and offering incentives to attend such as extra credit (with comparable opportunity for those not attending to earn it).					
39. I use technology to streamline grading such as creating rubrics and					

Giving Feedback:	Never	Rarely	Now and Then	Often	Always
using the rubric tool within my LMS (learning management system).					
40. I give meaningful comments via media tools such as recording audio or video to give feedback rather than relying on text.					

Fostering Student Persistence and Success:	Never	Rarely	Now and Then	Often	Always
41. I help students commit to and achieve success with assignments that help students evaluate their readiness for the class and plan their semester.					
42. I provide a lot of structure to help my students develop and demonstrate mastery of foundational concepts before moving to more complex ones.					
43. I give students the personal touch of outreach to show I care and offer help.					
44. I nudge students who might need extra help or attention by showing struggling students I am paying attention and trying to help them.					
45. I assign a goals or learning contract to clarify expectations for how they should behave and can succeed in the course.					
46. I use mastery quizzes that are nonconsequential to help students assess their learning.					
47. I scaffold assignments by creating opportunities for students to succeed in simple, low-stakes tasks as they work toward more complex and higher-stakes tasks.					

Creating Autonomy:	Never	Rarely	Now and Then	Often	Always
48. I offer choice in online discussions such as multiple topics for them to choose from in the discussion threads. This increases learner agency, relevance, and capacity to create meaning.					
49. I foster learner independence and autonomy. When learners have some control over their learning, agency to design learning activities, and permission to evaluate their learning, they are fully engaged in self-directed learning—a hallmark of adult learning.					
50. I create self-enroll scaffolded groups—this allows students to self-select groups based on topics of interest on a first-come basis. Students then design a process of self-directed study. Such activities should include: 1) A clear rationale/purpose for the activity; 2) Structured community building; 3) Conflict resolution guidelines; and 4) Explicit grading criteria.					
51. I encourage groups to create community agreements—basically a contract for how they will engaged with each other.					
52. I apply specifications grading that helps learners take responsibility for how they will be held accountable for their learning and the grading is all-or-nothing (if they meet the standard, they get credit, if they don't they get zero).					

Creating Autonomy:	Never	Rarely	Now and Then	Often	Always
53. I annotate, tweak, and co-design my syllabus. This involves engaging students in controlling their learning and ensuring it is relevant to their needs. You can invite learners to annotate the document, share feedback, and discuss their interpretations of it.					
54. I hold students accountable for high-quality work and support them to create it.					

Making Connections:	Never	Rarely	Now and Then	Often	Always
55. I activate prior knowledge by asking what learners already know about a topic. This can happen through quizzes or writing activities that are assessed.					
56. I provide the framework for learning such as an outline or other organizing structure for students to complete content while reading text, watching a video, or moving through major sections of the course.					
57. I embed concept or mind maps into the content to help learners visualize connections.					
58. I relate student learning to their personal experience, outside interests, and goals.					
59. I assign personal learning networks for students to make connections beyond the classroom (e.g., friends, colleagues, experts, or family).					
60. I foster connections between course content and other unique things that will inspire and engage students such as work experiences or current events. We curate these items in a shared space.					

Developing as an Online Instructor:	Never	Rarely	Now and Then	Often	Always
61. I have taken or will take an online class to see how it feels to be a student in an online context.					
62. I seek online teaching exemplars by attending faculty professional development activities, observing online classes of outstanding teachers, visiting a Center for Teaching and Learning such as the University of Georgia CTL<https://ctl.uga.edu/> to identify exemplars of online courses and other resources, and curating online sources of inspiration such as the Teaching Online Pedagogical Repository at the University of Central Florida <https://topr.online.ucf.edu/>.					
63. I build self-efficacy for online teaching by making small changes to improve my teaching on an ongoing basis.					
64. I certify my course design and teaching quality through rubrics available from Quality Matters (QM) Higher Education Rubric <https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric> and OSCQR ("Oscar") from the Open SUNY (State of New York) Course Quality Review Rubric < https://oscqr.suny.edu/>.					

Developing as an Online Instructor:	Never	Rarely	Now and Then	Often	Always
65. I peruse resources and learning to continually develop my online teaching repertoire.					
66. I read books on relevant topics to improve my teaching such as *Online Teaching at its Best: Merging Instructional Design with Teaching and Learning Research* (Nilson & Goodson, 2018), *Thrive Online: A New Approach for College Educators* (Riggs, 2019), *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips* (Boettcher & Conrad, 2016), *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education* (Tobin & Behling, 2018), and *Minds Online: Teaching Effectively with Technology* (Millner, 2014).					
67. I access other resource for ongoing development of my online teaching presence such as Faculty Focus <https://www.facultyfocus.com/>, Teaching in Higher Ed Podcast <https://teachinginhighered.com/episodes/>, The Teaching Professor Conference by Magna Publications <https://www.magnapubs.com/teaching-professor-conference/>, and the ACUE Course in Effective Teaching Practices <https://acue.org/?acue_courses=effective-teaching-practices> .					
68. I teach other educators what I know about effective online teaching.					
69. I make time to grow as an online educator by dedicating time and space to learn.					
70. I energize myself so I can energize and motivate learners.					

Bierema, L. L. (2021). *Inventory of small online teaching practices.* [Unpublished manuscript]. The University of Georgia.

Zoom Practice Lab Signup

The purpose of the Zoom Practice Lab is to provide a safe space for participants in the eFaculty Development for MJI Teaching and Facilitation Workshop to test various zoom features with a small peer audience and trouble shoot any issues before facilitating a workshop with a live audience. Dr. Laura Bierema will be your host and guide for the Zoom Practice Lab.

Signup is on a first-come basis. You will receive a notification and Zoom link prior to the session.

Date and Time	Name	E-mail
9-7-21 4:00-5:00 PM	1.	
	2.	
	3.	
	4.	
	5.	
9-8-21 2:00-3:00 PM	1.	
	2.	
	3.	
	4.	
	5.	
9-8-21 5:00-6:00 PM	1.	
	2.	
	3.	
	4.	
	5.	
9-10-21 2:00-3:00 PM	1.	
	2.	
	3.	
	4.	
	5.	
9-10-21 3:00-4:00 PM	1.	
	2.	
	3.	
	4.	
	5.	
9-10-21 5:30-6:30 PM	1.	
	2.	
	3.	
	4.	
	5.	
9-12-21 2:00-3:00 PM	1.	
	2.	
	3.	
	4.	
	5.	
9-12-21 3:00-4:00 PM	1.	
	2.	

Date and Time	Name	E-mail
9-12-21 3:00-4:00 PM, cont.	3.	
	4.	
	5.	
9-12-21 5:00-6:00 PM	1.	
	2.	
	3.	
	4.	
	5.	
9-14-21 3:00-4:00 PM	1.	
	2.	
	3.	
	4.	
	5.	
9-14-21 4:00-5:00 PM	1.	
	2.	
	3.	
	4.	
	5.	
9-14-21 5:00-6:00 PM	1.	
	2.	
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9-15-21 2:00-3:00 PM	1.	
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9-15-21 3:00-4:00 PM	1.	
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9-15-21 4:00-5:00 PM	1.	
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9-15-21 5:00-6:00 PM	1.	
	2.	
	3.	
	4.	
	5.	

Michigan Judicial Institute (MJI) Conversation Guide

Interview Instrument Draft

Introduction
Hello! As you may recall, my name is Jori Hall, and I am serving as the external evaluator for the MJI eLearning Faculty Development project. As the evaluator, I am interested in learning about your experiences during the MJI eLearning Faculty Development Virtual Workshop. I will use what you share with me to write an evaluation report that I will provide to MJI. Given your court personnel position, you offer a unique perspective that will inform the report and future MJI Faculty Development offerings.

Before we begin the interview, I would like to remind you that the information you share will be kept confidential. Your name and any other identifying information will be redacted from the evaluation report. Feel free to skip any questions you do not want to answer. I anticipate the interview will take approximately 30 minutes. Though I will be asking you questions, if, at any time, you have questions throughout the interview, please feel free to ask.

At this point, do you have any questions for me before we begin?

Question	Probes
To begin, I would like to learn a little about you and your interest in the eLearning Faculty Development workshop. 1. Please briefly share a bit about your position. 2. Given your position, what lead to your decision to attend the MJI eLearning Faculty Development Virtual Workshop?	
Now, I would like for us to take a minute to consider all that happened during the MJI eLearning Faculty Development Virtual Workshop. 3. How did what was presented in the workshop affect your online facilitation or the way you think about your online facilitation?	• Was there a change in how you incorporate or think about virtual tools (chat, share screen, polls, video, break-out rooms, discussion forum)?

Give a specific example of this change:
    4. What happened?
    5. What caused it to happen?
	• Was there a change in action or your thinking about how to facilitate active, adult learning?
	
	• Did, you participate in a Zoom Practice Lab?
	• If so, to what extent did your participation in the Zoom Practice Lab assist with this change?

6. What difference do you anticipate/hope your participation in the MJI Faculty Development workshop might make over time?	• Might it make a difference to you
	    • Personally?
	    • Professionally?

7. What, if any, challenges do you encounter or need to overcome in relation to incorporating virtual tools in your online facilitation?	
8. What, if anything, gives you hope you will grow in online facilitation skills in the future?	
Now, I would like to ask about particular workshop elements. The first element I'd like to discuss is the duration of the workshop. As you may recall, the workshop was 2 hours and 45 min. long. 9. In your opinion, was this an appropriate length for a faculty development workshop? Why or why not? 10. What are your thoughts about the delivery of the workshop?	• Thoughts about the virtual delivery? Organization of the information presented? Preparedness of presenter?

The last element I'd like to discuss is the workshop format, which included large group discussions, small break-out room discussions, breaks, as well as time to reflect & debrief. 11. From your perspective, to what extent was this format helpful?	• To what extent did this format support your learning?
The next questions concern the topics covered during the workshop. Some key topics covered included the importance of a 2- word check-in, the principle of backward design, the purpose-outcomes-process (P.O.P) model, activity dashboard, polling, sharing your screen, creating break-out rooms, managing security, small teaching strategies, how to share videos, and looking good on Zoom. 12. Which, if any, of these topics resonated with you? 13. How does knowing about that topic help you in your current position?	• How helpful were the materials, handouts (small teaching online inventory, activity dashboard, participant guide, power point slides) provided?
14. What, if any, recommendations do you have for future MJI eLearning faculty development workshops?	• Seek recommendations related to workshop duration, delivery, topics covered, and any other workshop aspects
15. Do you have any additional comments or feedback that you would like to share?	• Open-ended prompts - understand perspectives beyond topics covered directly in the interview

Michigan Judicial Institute (MJI)
e-Learning Faculty Development Model Project Full Report

November 2021

***Prepared for*:**
Michigan Judicial Institute &
Other State Judicial Educators

***Prepared by*:**

Jori N. Hall, Ph.D.

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Executive Summary

This evaluation report presents results from the Michigan Judicial Institute (MJI) e-Learning Faculty Development Project. The MJI e-Learning Faculty Development Project was conducted between March 2021-September 2021 by the MJI with funding from the Strategic Initiatives Grant (SIG) Program. The purpose of the e-Learning Faculty Development Project was to design a virtual workshop on active learning techniques for use by court personnel serving as faculty for virtual judicial education sessions. The e-Learning Faculty Development Project aimed to introduce and model multiple strategies for learner engagement during a virtual education session. The Project also sought to offer a resource that provides guidance on how to design and implement interactive virtual learning presentations.

Three primary questions guided this external evaluation:

1. How was the delivery and design of the eLearning Faculty Development for the MJI Teaching and Facilitation Workshop experienced by participants?
2. In what ways have participants changed how they incorporate virtual tools or think about their online facilitation?
3. How can the MJI improve future faculty development workshops?

To address these questions, the evaluation design included multiple methods. First, observations of the e-Learning Faculty Development Workshop were conducted on both days offered: August 31, 2021, and September 1, 2021. Second, interviews were conducted with six participants who indicated a willingness to participate. Interviews addressed participants' backgrounds; whether and how the workshop affected their online presentations, perceptions about workshop elements (e.g., duration, delivery, organization, format); reflections on topics covered during the workshop; recommendations for future MJI e-Learning workshops; and additional comments or feedback. Third, findings from an online end-of-workshop survey administered by the MJI to nine workshop participants were reviewed. The end-of-workshop questionnaire addressed participants' role; experience delivering an educational session virtually; and perceptions about the workshop, on a scale from 1=strongly disagree to 5=strongly agree. The end-of-workshop survey also included open-ended questions concerning the meaningfulness of the workshop; what was learned from the workshop; barriers to implementing interactive learning strategies; skills participants will implement when facilitating virtual meetings; and additional comments/feedback.

Findings

1. **Workshop Experience**. All of the end-of-workshop survey respondents agreed or strongly agreed *they experienced a high-quality workshop* (9;100%). They also agreed or strongly agreed the workshop was *informative* (9; 100%) and *engaging* (9; 100%). Interviewees expanded on this finding, reporting the varied presentation styles (mix of large and small group activities), the pacing and variety of the content, and the Zoom Practice Labs, facilitated their understanding of how to structure a virtual presentation, and enhanced their confidence in implementing virtual tools in their presentations.

2. **Application of Workshop Ideas.** The majority of end-of-workshop survey respondents agreed or strongly agreed that *they are confident in their ability to apply what I learned to my next presentation* (8; 89%). Interviewees highlighted two skills they will apply when designing their next virtual meeting or educational session: the principle of Backward Design and techniques to foster active learning.

3. **Barriers to Implementing Workshop Ideas.** Survey respondents identified barriers to implementing ideas discussed during the workshop: time constraints, the high number of attendees at their virtual presentations, the significant amount of material covered, attendee resistance to active participation/keeping attendees engaged, anxiety about learning new technologies, and technology issues. Of these, respondents mentioned time constraints most often.

Recommendations

The following recommendations were offered by the interviewees:

1. **Group Participants by Proficiency and/or Interest.** One interviewee recommended organizing participants in the workshop based on their technology proficiency and/or virtual facilitation interests. According to this interviewee, grouping workshop participants by proficiency or interest—even for part of the workshop—could better cater to participants' specific needs and interests.

2. **Revise Foster Active Learning Chart**. While this chart was considered helpful to design and deliver virtual presentations, some of the activities listed on the chart were not clearly understood by participants. Revise the Foster Active Learning chart to include a brief definition/description of each activity.

3. **Reconsider Breakout Room Tasks/Organization.** While the majority of interviewees perceived the workshop design and delivery to be well organized and engaging, a couple of interviewees noted drawbacks during the breakout room sessions. First, one interviewee perceived the prompts used to guide discussions/tasks in the breakout rooms to be "a little superficial." Second, another interviewee discussed how participants were placed in different groups for each breakout group session; therefore, time for each breakout session needed to be allocated to build rapport with others, which limited discussion time. Given interviewees' perceptions of breakout rooms prompts/tasks, expand the inclusion of participants' issues and interests in breakout discussions/tasks. Build on connections made during breakout room discussions by having participants remain with the same small group.

4. **Strongly Encourage Review of Workshop Materials.** While participants were asked to review the materials, one interviewee noted that more emphasis on having participants closely examine the materials ahead of the workshop would strengthen participants' understanding of the content.

Introduction

This evaluation report presents results from the Michigan Judicial Institute (MJI) e-Learning Faculty Development Workshop. The MJI e-Learning Faculty Development Project was conducted between March 2021-September 2021 by the MJI with funding from the Strategic Initiatives Grant (SIG) Program. A primary objective of the e-Learning Faculty Development Project was to design a virtual workshop on active learning techniques for use by court personnel serving as faculty for virtual judicial education sessions. Specifically, the e-Learning Faculty Development Workshop aimed to introduce and model multiple strategies for learner engagement during a virtual education session. The Project also sought to offer a resource that provides training on how to implement interactive virtual tools for learning and presentations.

Workshop Description

The MJI eLearning Faculty Develop Workshops were held on August 31 and September 1, 2021. Each workshop lasted approximately two hours and 45 minutes. A total of 25 participants attended the workshop (17 participants on August 31; 8 participants on September 1). The workshop content covered virtual learning and facilitation tips and technologies, including but not limited to the two-word check-in technique, the principle of *Backward Design*, the *Purpose, Outcomes, and Process* (POP) Model, techniques to foster active learning, Zoom features (i.e., polling, creating breakout rooms, managing security), and *Small Teaching* strategies.

This content was delivered via a videoconferencing platform (Zoom), and included large and small group discussions. During the workshop, time was allotted for reflective questions, application of the virtual learning and facilitation skills presented, and periodic breaks (10-15 mins.). Packets containing information on the workshop purpose, outcomes, agenda, as well as materials (i.e., power points, examples, templates) were also provided to support the application of workshop ideas.

After the workshops, *Zoom Practice Labs* were held so interested participants could practice various Zoom features and troubleshoot any issues before facilitating a virtual presentation.

Evaluation Design, Questions, and Methods

Design

A mixed method design (Hall, 2013) was used for this evaluation. This approach was deemed appropriate to (1) assess the extent to which the eLearning Faculty Development Workshop met its objectives and (2) provide an independent assessment of the effectiveness or usefulness of the training provided. The evaluation design was approved by the MJI and all participants provided their informed consent.

Questions

Three primary questions guided this evaluation:

1. How was the delivery and design of the eLearning Faculty Development for the MJI Teaching and Facilitation Workshop experienced by participants?

2. In what ways have participants changed how they incorporate virtual tools or think about their online facilitation?

3. How can the MJI improve future faculty development workshops?

Methods

Data collection activities were conducted from August 31 to September 22, 2021. To address the evaluation questions, three data collection methods were used: observations, individual interviews, and a survey. Table 1 below shows the prominence of each method in addressing each research question. Details on each method are also provided below.

Table 1. MJI eLearning Faculty Development Workshop Full Report – Evaluation Design Matrix

Questions	Methods		
	Observations	Interviews	Survey
(1) How was the delivery and design of the eLearning Faculty Development for the MJI Teaching and Facilitation Workshop experienced by participants?	**X**	**X**	**X**
(2) In what ways have participants changed how they incorporate virtual tools or think about their online facilitation?	x	**X**	**X**
(3) How can the MJI improve future faculty development workshops?		**X**	x

Note: Large **X** indicates primary method and small x indicates secondary method.

Observations

Informal observations of the e-Learning Faculty Development Workshop were conducted on both days offered: Tuesday, August 31, and September 1, 2021. These observations focused on how the participants experienced the delivery and design of the workshop. Each observation was conducted via Zoom for the duration of the workshop: two hours and 45 minutes.

Interviews

Semi-structured interviews were conducted to understand participants' overall workshop experience. The interview protocol was developed in consultation with the MJI and based on the workshop objectives. The final interview protocol consisted of three sections:

- *Participant background*: information about interviewees (e.g. their current work, their roles, decision to attend the workshop)
- *Experiences with the workshop*: how the workshop affected their online facilitation and/or the way they think about online facilitation), difference the workshop will make over time (personally/professionally), challenges encountered when trying to incorporate virtual tools in online facilitation, experience relative to particular workshop elements (e.g., length, delivery, format, topics covered).
- *Recommendations for future MJI workshops*: recommendations they have for future MJI eLearning faculty development workshops, and additional comments they have and areas in which they most want to continue learning.

To recruit participants, a combination of convenience and maximum variation sampling (Patton, 2015) was used. At the end of each workshop, participants were invited to conduct an interview with the evaluator. To achieve maximum variation sampling, the MJI also followed up via email to recruit additional interviewees.

A total of six semi-structured, individual interviews (Patton, 2015) were conducted. See Table 2 for the interviewee sample characteristics (position at the MJI) and time of interview. All interviews were conducted via Zoom and were 20-30 minutes in length. For each interview, the evaluator periodically restated interviewees' responses as a form of member checking (Creswell & Poth, 2018). All of the interviews were recorded via Zoom. These recordings were transcribed to generate written transcripts from the Zoom files.

Table 2. MJI Full Report - Interviewee Sample

Position	**Interview date and time**
Friend of the Court	Thursday, September 16, 2021 at 9:00 a.m. (EST)
Court Administrator	Thursday, September 16, 2021 at 10:00 a.m. (EST)
Court Administrator	Thursday, September 16, 2021 at 1:00 p.m. (EST)
Probation Director	Thursday, September 16, 2021 at 2:30 p.m. (EST)

Judge	Friday, September 17, 2021 at 8:30 a.m. (EST)
Judge	Wednesday, September 22, 2021 at 3:00 p.m. (EST)

End-of-workshop survey

 All workshop participants were invited to complete an end-of-workshop survey. The survey was administered by the MJI and addressed participants' role; experience delivering an educational session virtually; and perceptions about the workshop, on a scale from 1=strongly disagree to 5=strongly agree.

The end-of-workshop survey also included open-ended questions concerning the meaningfulness of the workshop; what was learned from the workshop; barriers to implementing interactive learning strategies; skills participants will implement when facilitating virtual meetings; and additional comments/feedback.

A total of nine workshop participants completed the survey. Table 3 provides the number and the MJI position of survey respondents.

Table 3. MJI Full Report – End-of-Workshop Survey Sample

Position	Number of respondents
Court administrator	2
Friend of the court	2
Judge	1
Referee	1
Probate register	1
Ethics administrator/probation supervisor/specialty court coordinator	2
	Total Number of Respondents 9

Data Analysis

A thematic approach was used (Braun & Clarke, 2006) to analyze the observational data, interview transcripts, and end-of-workshop survey open-ended responses. For this approach, the evaluator reviewed all responses per question and developed an initial set of codes based on protocol topics, followed by inductive coding based on topics raised by the participants. The analysis also utilized a memo technique to assist with the refinement and development of key findings. Using these, thematic summary statements for each evaluation question were developed, including illustrative quotations.

An integrated analysis (Fetters et. al, 2013) was conducted to incorporate quantitative (survey findings) into the thematic summaries. This involved creating a table with survey results and interview themes pertaining to each evaluation question. This facilitated an examination of similarities and differences by method and helped to understand how the interview data expanded on some survey results. The dominant themes based on this analysis are presented in the findings section below.

Findings

This section presents the findings organized by the evaluation questions.

1. How was the delivery and design of the eLearning Faculty Development for the MJI Teaching and Facilitation Workshop participants?

All of the end-of-workshop survey respondents agreed or strongly agreed *they experienced a high-quality workshop* (9;100%). They also agreed or strongly agreed the workshop was *informative* (9; 100%) and *engaging* (9; 100%). Interviewees elaborated on this finding, reporting the delivery of the content moved at just the right pace and was generally "easy to follow." The following quote from one interviewee is representative of this point: "I wasn't bored. I wasn't overwhelmed, I wasn't underwhelmed. It [the workshop] kind of had a flow to it."

Interviewees perceived the variety and depth of content covered, materials (i.e., handouts, templates, power points, guides, lists, etc.), periodic breaks (10-15 minutes) in between sessions, as well as the length of the workshop (3 hours), instrumental in making the content delivered understandable and the design of the workshop enjoyable.

Many interviewees noted the small group "break-out" sessions were especially beneficial to "connect with different people and learn different things," "exchange ideas," have in-depth conversations, and problem solve. Last, interviewees noted the instructor was well prepared and modeled best practices for virtual presentations while delivering the workshop content, which reinforced participants' learning, interest, and engagement.

While the majority of interviewees perceived the workshop design and delivery to be well organized and engaging, a couple of interviewees shared the breakout room sessions had a couple of drawbacks. One interviewee stated that she "would have liked a little bit more maybe meat or something to the breakout work." For this interviewee, the prompts provided to guide discussions and tasks in the breakout rooms "seemed a little superficial." Another interviewee noted how different groups of people were in each breakout session. For him, this was a

drawback as some of the time for the small group activity was used to get acquainted as a group. He put it this way: "You need time worked in to meet new people. Um and so that was the one drawback of it."

Of the six interviewed, three indicated they participated in the *Zoom Practice Labs* offered after the workshops. In terms of design and delivery, these interviewees perceived the Practice Labs as valuable because they provided "a lot of food for thought" and "a place to go and bounce some ideas and explore some things." These interviewees further noted that the Practice Labs "provided validation for a lot of the things that I already had figured out" and allowed them to feel more comfortable when using Zoom for their virtual presentations.

Overall, the varied workshop presentation styles (mix of large and small group activities), the pacing and variety of the workshop content, as well as the Zoom Practice Labs, facilitated participants' understanding of how to structure a virtual presentation, and enhanced their confidence in implementing virtual tools in their presentations.

2. **In what ways have participants changed how they incorporate virtual tools or think about their online facilitation?**

When asked in what ways have you changed how you incorporate virtual tools as a result of your participation in the eLearning Faculty Development for the MJI Teaching and Facilitation Workshop, two interviewees indicated that they were able to implement strategies learned from the workshop into their virtual presentations. The first reported that she was able to incorporate the "Two-Word Check-In"—a technique to engage virtual participants immediately, which involves asking participants to share two words about how they are feeling either via chat or out loud. She further stated that before the workshop, she commonly started her virtual presentations by telling participants about herself. However, after participating in the workshop, she shifted her thinking. Now, she uses the Two-Word Check-In technique to get participants actively involved at the beginning of her virtual presentations.

The second interviewee was able to implement the principle of Backward Design, which emphasizes establishing the outcomes of a presentation and the evaluative criteria that will be used to determine a successful virtual presentation or assess learners' learning. This interviewee described how she used Backward Design during a webinar. Because she knew a key aspect of Backward Design was "presenting with the end in mind," she sent an email ahead of her webinar describing the problem she wanted attendees to address. As a result, she, along with the attendees, came to the webinar prepared to brainstorm their ideas and resolve the issue.

Because the majority of the interviewees *had not* conducted a virtual presentation since time of the workshop; therefore, they were unable to report on how they incorporated what they learned during the interview. However, interviewees explained the workshop provided "some really good food for thought on how to structure, engage, hold the attention of, [and] present information to people who were participating in um our programs," which they will use to change the structure of their virtual presentations in the future. The end-of-workshop survey responses corroborate this finding as the majority of respondents agreed or strongly agreed that *they are confident in their ability to apply what I learned to my next presentation* (8; 89%)

Interviewees commonly mentioned two strategies learned during the workshop they will implement when designing/delivering their next virtual meeting: (1) the principle of Backward Design and (2) activities designed to foster active learning.

Multiple end-of-workshop survey respondents indicated the principle of Backward Design as one skill they are going to try when designing their next virtual presentation. Interviewees elaborated on this finding, explaining how reviewing the Purpose, Outcomes, and Process (POP) model template provided during the workshop will support their implementation of the principle of Backward Design.

Interviewees perceived the "Foster Active Learning" chart as beneficial to restructure their next virtual presentation because it included the engagement level (high, medium, low) of a wide range of instructional techniques (i.e., group discussion, quizzes, role-playing). Interviewees mentioned how this information will help them to determine the appropriate mix of instructional activities when designing their presentation. The following quote illustrates this point:

> Like I said, there was a chart that talked about different engagement strategies and kind of grouped them, by you know, this is, you know, high-level, mid-level. I thought that was pretty helpful too. And I kept that because I'm going to try to use that just to kind of step things up…

A few interviewees discussed how the workshop increased their competency to use certain Zoom features, most notably how to set up a poll, enable screen share, and assign participants to a breakout room. According to one interviewee, learning more about the Zoom features was useful because it "can help improve or enhance the professionalism of the presentation."

It is also important to note that multiple end-of-workshop survey respondents indicated time constraints as a barrier to implementing the ideas discussed in the workshop. Other barriers mentioned by survey respondents included "the size of my typical audience coupled with the quantity of the material I typically need to cover," audiences "who are often resistant to productive participation, hesitance and anxiety about trying something new," keeping attendees engaged, and technology issues.

3. **How can the MJI improve future eLearning Faculty Development Teaching and Facilitation workshops?**

When asked about recommendations to improve future eLearning Faculty Development for the MJI Teaching and Facilitation Workshops, the majority of interviewees *did not* have any recommendations. Rather, many of the interviewees made clear they perceived the workshop to be well organized and appreciated the opportunity to attend.

However, three interviewees *did* offer recommendations. The first recommendation is to organize participants in the workshop based on their Zoom proficiency and or technology interest. For this interviewee, grouping workshop participants by proficiency or interest—for even part of the workshop—would better cater to participants' specific needs and interests.

Another interviewee stated he would have preferred more encouragement to review the workshop materials beforehand. He admitted that he received the materials ahead of the workshop and was asked to review them; however, he did not get an opportunity to do so. Recognizing how beneficial it would have been to look over the materials prior to the workshop, he recommends that the MJI push workshop participants to examine them in advance to strengthen their understanding of the content.

The third recommendation concerns the "Foster Active Learning" chart. While interviewees viewed this chart as helpful to design their virtual presentations, some of the activities listed on the chart were not "self-explanatory," according to one interviewee. Therefore, this interviewee suggested that the chart be revised to include a brief definition of the activities to enhance participants' understanding of how each one is intended to foster active learning.

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