

Professional Development for Teaching Online and Hybrid Courses in Higher Education

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Abstract

All institutions want their faculty to have confidence going into a classroom to teach their subject, whether face-to-face classes, hybrid classes that are partially online, or fully online classes. How can institutions support their faculty to be effective and independent in the classroom teaching hybrid and online courses? This talk will walk through the suite of professional development opportunities available to faculty for teaching online at the University of Virginia (UVA). There is a range of options from self-service, just-in-time summary sheets to immersive cohort based residential workshops. I will illustrate the resources that have been developed which include: Screencasting 101, Accessibility 101, and Converting Your Course to be Online. I will also walk through the self-paced six-week online course that is available for teaching faculty best practices for teaching online. I will walk through the syllabus and materials for our face-to-face residential workshop called the Course Design Institute. Finally, I will discuss the idea of having a selective teaching fellows program which is based on available, free content but is delivered to a cohort over an academic year with high perceived value for faculty.

Keywords: Professional Development, Faculty Development, Just-In-Time Training, On Demand Training, Training, Teaching, Teaching Online, Hybrid

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Introduction

All institutions want their faculty to have confidence going into a classroom to teach their subject, whether face-to-face classes, hybrid classes that are partially online, or fully online classes. How can institutions support their faculty to be effective and independent in the classroom teaching hybrid and online courses?

This paper reviews the suite of professional development opportunities available to faculty for teaching online at the University of Virginia (UVA). There are a range of options from self-service, just-in-time summary sheets to immersive cohort based residential workshops. This paper includes illustrations of the following resources: Screencasting 101, Accessibility 101, and Converting Your Course to be Online. Data on usage of these resources is also included.

UVA was established in 1819 and is a public, research focused university in Charlottesville, Virginia. UVA and Thomas Jefferson's homestead of Monticello are a UNESCO World Heritage site. UVA has thirteen schools (medicine, law, data science, etc....) with approximately 25,000 students. The largest school at UVA is the College of Arts and Sciences. The majority of students are 18-22 years old and attend face-to-face classes for their degree program in Charlottesville.

Several schools have online programs that are central to their mission and strategy. There are 17 online degree programs, 18 online certificate programs, and hundreds of online courses available at the University. The University is also a partner with the massive open online course (MOOC) provider, Coursera. There are 49 MOOCs and 4 million MOOC learners who have enrolled in UVA's MOOCs on Coursera. All online programs at the University are on the <http://online.virginia.edu> website.

Supporting faculty with teaching and providing an exceptional student experience are priorities of the University. To support faculty, resources have been developed through the Center for Teaching Excellence (CTE). These resources range from self-serve one-page toolkits to cohort-based certificate programs. The range of professional development opportunities include self-serve toolkits, pop up support, webinars, conferences, book clubs, workshops, and certificate programs. The University is assessing opportunities to support faculty teaching hybrid and online classes and is always open to feedback for how to serve faculty and students.

Self-Serve One-Page Toolkits

Self-serve one-page toolkits were added to the CTE website in September 2019. The idea with creating self-serve resources is that society today is increasingly on-demand. People want to find information at their fingertips when they need it on their smart device (Shubina and Kulakli, 2019). These toolkits are advertised to faculty in a quarterly newsletter from the CTE. In the fourth quarter of 2019 there were 419 downloads and 1,162-page views of these resources. These one-page toolkits include: Active Learning (Figure 1), Converting Your Face-to-Face Class (Figure 2), Digital Content Accessibility (Figure 3), Quality in Online Learning (Figure 4), Screencasting 101 (Figure 5), UVA Resources for Teaching Online (Figure 6), and Open Educational Resources (Figure 7).

10 Tips for Engaging and Active Learning



Are you ready to move from 'sage on the stage' to 'guide on the side?' There has been much research and press about active learning. When you start making online materials for your class, there is a great opportunity to redesign the face to face learning experience for students to use higher level cognitive skills. Here are some techniques to consider.

10 Techniques for Engaging, Active Classrooms

- 1) The One-Minute Paper encourages students to reflect on material, clarify what is important and raise questions. This technique is when the instructor poses an open-ended question and gives students one minute to write down their answer.
- 2) Muddiest or Clearest Point is a variation of the one-minute paper where you are asking students to write about what they do or don't understand from the lecture.
- 3) Think-Pair-Share is when you divide the class into smaller groups, have them work through an activity, and then share back to the class.
- 4) Student as Teacher is when students teach the topic. For example, you could have students watch a video lecture and then have a student teach the main ideas from that lecture or have students write the quiz/test questions. A variation is to have students evaluate each other, peer to peer, using rubrics provided by the instructor.
- 5) The fishbowl is a technique where students are asked to write down one question from the material that they do not understand and put that into a bowl as they come to class. Then the instructor pulls out a few questions and answers them during the class.
- 6) Finger or index card signals is a technique where you poll the class for a question. For example, students hold up green or red index cards to represent yes or no when responding to a question and then the instructor (or student) talks through the correct answer. Poll Anywhere is a common app for this and clickers are common tools.
- 7) Puzzles, case studies, and project-based learning are techniques where a student works through specific examples to try and understand the main concepts and alternate theories. An example is when an illustration is shown with something missing and students need to figure out what is missing, what that thing does, and what happens when it is missing.
- 8) An active review session is a technique where the instructor poses questions to students in groups where they can work through and find answers together.
- 9) Concept maps and lists can be used to illustrate and compare ideas. This can be done individually, in groups or instructor led.
- 10) Panel discussions and debates get students engaged and active in class. Students represent different viewpoints and answer questions from a moderator.

References and Additional Resources:

[Cal State LA Active Learning in the Classroom](#)

[University of Florida Active Learning Tools](#)

[Todd Finley's Handy One-Page Infographic for Active Learning Strategies](#)

Figure 1: Active Learning One-Page Self-Serve Toolkit.

10 Tips for Converting Your Face-to-Face Class to a Blended/Hybrid/Flipped Class



In blended (aka flipped or hybrid) classes, instructors use the face-to-face time for engagement and activities rather than lecturing. Typically, instructors create or curate online learning materials for review outside of class. For some tips, see the [10 Tips for Engaging and Active Learning](#).

10 Tips to Create Successful Blended Classes

- 1) Mind the time commitment. Shifting to a blended model requires abundant planning. Set yourself up for success by scheduling time and resources to support the shift.
- 2) Mind the time commitment for your students. Shift the workload for the students between their in-class and out-of-class work without increasing the overall workload.
- 3) Review your course content separating what can be reviewed outside of class versus face to face. For example, filming a physics demonstration and then doing an in-class activity where different groups think-pair-share real-world examples of that law in action.
- 4) Target online content, whether created or curated, to be in 4-8-minute segments with clear audio and transcripts.
- 5) Use the [Screencasting 101](#) resource for tools to create online content.
- 6) Need help with transcripts? Check out [Do-It-Yourself Captioning](#) (UVA Library) which includes vendors and DIY transcripts and captions for YouTube.
- 7) Save yourself time in the future and create 'evergreen' videos. Evergreen videos have no reference to dates or current events and can be used year after year with minimal editing.
- 8) Provide an incentive for students to prepare for class and a way to assess their understanding such as a short quiz, a writing activity, or a worksheet.
- 9) Plan student engagement during face-to-face class time with activities that develop higher level cognitive skills (understanding, applying, analyzing, evaluating, and creating).
- 10) Use the template below to plan your in-class and out-of-class activities.

Blended Class Syllabus Planning Template

Week 1			
Learning Outcomes:			
Out of Class		In Class	
Activity:	Assessment:	Activity:	Assessment:

Additional Resources:

[Coursera Field Guide to Flipped Learning with common mistakes and how to fix them](#)

[Knewton infographic explaining the flipped classroom: what, why, results](#)

[OLC Institute Digo curated set of articles on "flipped learning"](#)

[Vanderbilt's Center for Teaching Guide to Flipping the Classroom](#)

August 2019 Version 1.0 For questions, please contact Dr. Kristin Palmer at kristin@virginia.edu or 434-260-4685.

Figure 2: Converting Your Face-to-Face Class

Accessibility for Digital Content



Have you ever used the ramps on sidewalk corners? These are an example of how a design to make something more accessible can be utilized to provide benefit for everyone. Accessibility became part of federal law with Section 504 of the Rehabilitation Act of 1973 and then the Americans with Disabilities Act of 1990. Additional amendments were passed in 2008. Accommodations and universal design (design of products and environments to be used by all people without the need for adaptation) are used to improve access to content.

10 Steps to Accessible Digital Content

- 1) Use clear and consistent layouts, avoid background colors
- 2) Use styles when creating materials (heading, bulleted list, etc..)
- 3) Use descriptive language for links, no "click here" or long URLs
- 4) Use concise alternative text to describe images and tables
- 5) When using video, audio and image quality is clear and file size is reasonable
- 6) [Caption or transcribe video](#) and audio, see [Do-It-Yourself Captioning](#) at UVA Library
- 7) Use serif fonts in black on a white background, use consistent fonts throughout materials
- 8) Avoid overuse of [underlining words](#), CAPS, **bold**, *italics*, and animated or blinking graphics
- 9) [Read through the NCDAAE cheatsheet](#) for application(s) you use often
- 10) Include the [UVA Statement on Accessibility](#), [UVA Accessibility website](#), and [Report a Barrier](#) on your syllabus and explain these resources to students.

UVA Statement on Accessibility:

The University of Virginia values disability within the spectrum of human diversity and is committed to living, learning, and work environments where individuals with disabilities can be their full selves and thrive. The University recognizes that ensuring equal access to educational, employment, and all other opportunities is a shared responsibility that demands our continuous identification and removal of physical, technological, and attitudinal barriers.

Additional Resources:

- Cheatsheets - [here are 1-page printouts for common applications such as PDF, Word, and PowerPoint](#) provided by the National Center on Disability and Access to Education (NCDAAE)
- [Step-by step guide to creating and editing transcripts on YouTube](#).
- [Tutorials by application from Michigan State including Google Drive](#)
- [PCC guides by for accessibility checking, handbooks](#) and one-page [guides by application](#)
- [Posters and simple do/don't checklists by impairment](#)
- [Recommendations by Sheryl Burgstahler for ADA Compliance for Online Course Design](#)
- [Non-technology related accommodations for students with disabilities](#)
- [Web Content Accessibility Guidelines \(WCAG\) 2.0](#)
- [WebAIM](#) resources including how to make a [PDF document accessible](#)
- UVA's Corporate Accessibility Questionnaire for vendors

Figure 3: Digital Content Accessibility

Quality in Online Learning



There is no institution-level quality standard for evaluating the quality of hybrid courses, online courses or online programs at the University. The University does have memberships to several organizations that publish quality standards. There are some Schools with School-based quality standards for online.

In general, it is a best practice to adopt one quality standard and then assess your content on a routine basis with that quality standard. It is typical to evaluate a course at launch for a quality score and then to update materials after the first iteration of teaching the course. It is a best practice to completely refresh course materials to ensure accuracy and timeliness every three years. The links below are hosted in COLLAB.

Additionally, both the [Online Learning Consortium \(OLC\)](#) and [Quality Matters \(QM\)](#) offer training and consulting around quality. Trainings provide an overview of the rubrics, certification for a specific rubric, or train the trainer certification for a specific rubric. Consulting services include evaluating current programs and advising for future programs.

Quality Standards with Rubrics

- 1) The three most widely used and recognized quality rubrics are: OLC [Quality Course Teaching and Instructional Practice \(QCTIP\)](#), [QM Course Design Rubric Standards](#), [Open SUNY Course Quality Review \(OSCQR\)](#)
- 2) [SCPS Course Design Rubric](#) and [SCPS Expectations for Online Classes](#)
- 3) [OLC Quality Scorecard Suite: Administration of Online Programs, Blended Learning Programs, Quality Course Teaching and Instructional Practice \(QCTIP\), Digital Courseware Instructional Practice, and Quality Scorecard for Online Student Support](#).
- 4) [QM Course Design Rubric Standards](#) and [QM Professional Education Rubric](#)
- 5) [Open SUNY Course Quality Review \(OSCQR\)](#)
- 6) One page handout from the University of Wisconsin on [Online Course Quality Indicators](#)
- 7) [ONE Standard for Quality Online Teaching](#)
- 8) UVA Digital Content Advisory Committee (DCAC) [Checklist for ADA Compliance](#)
- 9) 2017 [Blackboard Exemplary Course Program Rubric](#)
- 10) [AECT Instructional Design Standards for Distance Learning](#) with sample rubrics

Figure 4: Quality in Online Learning

Screencasting 101



Screencasting, also known as screen capture, is a method to quickly show students content from your desktop by recording, editing and sharing videos. There are numerous free tools available such as [Screencast-o-matic](#) (easy-to-use, free), [OBS Studio](#) (open source, many features), [Kaltura](#) (embedded in COLLAB), [Screencastify](#), [Filmora](#), [Jing](#) and [Panopto](#). Tricks to screencasting are to keep videos short, concise, and “evergreen.” Evergreen means you record your videos without reference to current events, dates or seasons so that you can reuse the same video in the future without having to edit. Screencasts can be uploaded to any number of hosting sites such as Box, Google Drive, COLLAB, or YouTube.

10 Steps to Successful Screen Capture Videos

- 1) Create an outline, storyboards can be helpful (see sample below)
- 2) Decide on screencasting software, [screencast-o-matic](#) is easy-to-use and free
- 3) Record in a quiet environment (sound studio available at Clemons Library)
- 4) Close out all other apps and tabs, declutter your desktop, turn off alerts and reminders
- 5) Open up all the tools and documents you will use in your video
- 6) Target 3-8 minute videos with excellent audio (microphones available at Clemons library)
- 7) Summarize what you are covering in the video at the beginning and again at the end
- 8) Be yourself, speak naturally, tell your story
- 9) Edit/trim video to keep it short and take out any errors or pauses
- 10) Create a transcript (see [Do-It-Yourself Captioning](#) on UVA Library site)

Sample Storyboard:

Title:	
SHOW	TELL
Instructor video cam	Summarize what will be covered in the video, timeline for semester with syllabus as reference
Word doc syllabus, scrolling	Talk to each week of the course and what will be covered and due
Instructor video cam	Summarize that there are x assignments due on Y dates and information can be found on the syllabus

Additional Resources:

- Discovery Education, [Screen casting for educators includes research on efficacy of tools, how to record, and extensive list of tools for storyboarding and recording content](#)
- [Educause Review, Screencasting to Engage Learners, tips and extensive lists of tools](#)
- Here is a [sample screencast by Vincent Racaniello who teaches virology at Columbia explaining how to use Screen Flow with products he uses to record his lectures and slides.](#)

Figure 5: Screencasting 101

University Resources for Teaching Online



The Great and Good Strategic Plan 2030 highlights teaching in the 21st century and supporting teaching and learning in different modalities. If you are interested in creating digital assets for your course or converting parts of your course to be online, whether synchronous or asynchronous, there are resources to support you.

10 University Resources for Teaching Online

- 1) Communities of Practice (CoP) for [Instructional design](#) and [online teaching and learning](#): These CoP have members across the University, COLLAB sites with lots of resources and email listservs.
- 2) Media Studios: Looking for somewhere to film content that is quiet with good lighting and expertise close by? There are media studios open to all at [Clemons Library](#) and the [Claude Moore Health Library](#). Additionally, there are School-based resources for faculty in those Schools at the [College](#), [Curry](#), [Darden](#), [McIntire](#), [Medicine](#), [SCPS](#), and [SEAS](#).
- 3) Sound Studios: there are sound studios available to be used in at [Clemons Library](#) and the [Claude Moore Health Library](#). Additionally, School-based resources are also available.
- 4) Equipment: Equipment is available to rent at [Clemons Library](#). Training may be required.
- 5) Professional Development: Are you interested in learning more about teaching with technology? There are [self-paced resource sheets](#), self-paced online courses, a [self-paced online class How to Teach Online](#), and online workshops through the [Online Learning Consortium \(OLC\)](#) and [Quality Matters \(QM\)](#). The workshops are usually for one week with mostly asynchronous materials.
- 6) Events: The University hosts two events annually, the [Teaching with Technology Fair](#) in October and the [Innovation in Pedagogy Summit](#) in May. These events are opportunities to network with peers and learn about different projects across Grounds.
- 7) Software: [ITS Software Gateway](#) lists the institutional licensed software products. Zoom is licensed by the University. Other tools such as Screencast-O-Matic are free tools that are not centrally managed. Please make sure any tool you use with students [is accessible](#).
- 8) Platforms: The institutional learning management system (LMS) is COLLAB. Several schools use different LMS solutions with most online programs using CANVAS. [Coursera](#) is the institutional platform for massive open online courses (MOOCs).
- 9) Committees: Teaching and Learning with Technology Committee (TLT) and the Online Learning Advisory Committee (OLA) provide support for online and hybrid learning.
- 10) Institutional Memberships: Regional memberships include the [Instructional Development Educational Alliance Exchange \(IDEAx\)](#) which is focused on instructional design and [Networked Learning Collaborative of Virginia \(NLCVa\)](#) which is a network of 13 institutions in Virginia. NLCVa meets monthly and does provide scholarships for events and training related to online learning. National memberships include the [OLC](#), [QM](#), [UPCEA](#) and [Educause](#). For any of these national organizations, you can sign up for events, news, and professional development at a discounted member rate.

Figure 6: UVA Resources for Teaching Online

Open Educational Resources: What Are They and Where to Find Them

"Open educational resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others." - William & Flora Hewlett Foundation

OER are freely available under a Creative Commons license for faculty and students to be able to retain, reuse, revise, remix, and redistribute the content. The benefits of using OER include reducing the cost of course materials, adapting course materials to meet specific needs, and practicing active and inclusive pedagogy.

OER take many different forms, including syllabi, course modules, textbooks, videos, tests, notes, lab manuals, journal articles, and assessment tools. Authored primarily by faculty, they originate in colleges, universities, libraries, government agencies, and publishers.

To find Open Educational Resources for your courses:

1. Consult with your [liaison librarian](#).
2. Visit the Library's [subject guide on OER](#) for a general overview and links to search engines.
3. Search for relevant content:
 - a. The [VIVA Faculty Textbook Portal](#) contains 200,000 titles from VIVA's shared library collections of low-cost or no-cost options for students.
 - b. [OER Commons](#) includes links to OER and guidance in creating your own.
 - c. [MERLOT](#) also includes content and tools.
 - d. [OASIS](#) currently searches content from 64 different sources.
 - e. [The Mason OER Metafinder](#) searches across a wide range of material types.
4. For textbook-specific content, try:
 - a. [The Open Textbook Library](#) includes open textbooks and reviews from faculty across the nation.
 - b. [OpenStax](#) has a selection of textbooks aimed toward large enrollment courses.
 - c. [BCcampus Open Education](#) offers a collection of hundreds of open textbooks created by faculty at institutions in British Columbia.

You'll see duplicate hits in many of these engines, but each one has a different approach to discovering and presenting information, and most pull in at least some unique content. If you need help using OER in your class or creating your own OER, contact UVA Library's Director of Faculty Programs [Judith Thomas](#) for assistance or a referral.

Compensation will soon be available for textbook reviewers. As of spring 2020, a \$200.00 stipend will be available for reviewers of textbooks from [The Open Textbook Library](#). Please contact [Judith Thomas](#) for questions about this program.

Figure 7: Open Educational Resources

Pop Up Support

One faculty support option that is being considered is pop up support. Colleagues at the Oregon Health and Science University (OHSU) presented their findings at the NWeLearn conference (Bailey, Forester, & Forney, 2019). These colleagues found that they would coordinate webinars, training sessions, and workshops that were topics the faculty requested but faculty would not show up to these sessions. They found that when they would set-up a conference table outside of faculty events for faculty attendees to stop by and ask the experts. The University hosts two annual conferences related to technology and innovation which are detailed later in this paper. Setting up a pop-up conference table with an ask the experts reference for using technology in your classroom may be successful for supporting faculty.

Webinars and Short In-Person Training Sessions

Our University has had success with participation of faculty in short training sessions that cover topics related to online and hybrid teaching. The most popular events have been the ones looking at accessibility and reducing barriers for students engaging with class content.

Conferences

Our University hosts two conferences annual related to online and hybrid learning. The first conference in the academic calendar is in October and focuses on Technology in Teaching. This event is hosted by the team that owns the learning management system (LMS) and is attended by UVA faculty and staff. The event typically includes a keynote speaker, sessions, and a poster session. This event typically has 80-150 attendees.

The second event is at the end of the academic year and is called the Innovation in Pedagogy Summit. This event is in its sixth year and is open to everyone. This all-day event has a keynote speaker, parallel sessions, and break out workshops. This event typically has 300+ attendees.

Book Club

This year an affiliate organization in Virginia, IDEAx, hosted a book club. IDEAx has mostly instructional designers that participated in the book club which had four virtual sessions where participants discussed the selected book, Flower Darby's *Small Teaching Online: Applying Learning Science in Online Classes*. In the final session, the author attended and spoke with participants. This was a very popular and we are looking at hosting within our University or within other affiliate networks in area a book or two next year. It is assumed that a book club would have 5-15 participants.

Workshops

There are several workshops that are hosted by our CTE. There is a week intensive called the Course Design Institute (CDI) that is held in the summer. CDI has 50 faculty attendees that work together with staff from the CTE to redesign their syllabus. CDI is an award-winning, nationally recognized workshop that builds a strong cohort community while focusing on how to create deep, meaningful learning for students.

UVA Acts is a faculty group that does roll play scenarios to have faculty work together to understand the student experience and improve their teaching. These workshops are typically day-long workshops with brown-bag lunches. The actors roll play scenarios and then the faculty work together to discuss how to integrate these ideas in their classrooms. These workshops typically have 25-50 attendees.

Certificate Programs

The University has institutional memberships to Quality Matters (QM), Online Learning Consortium (OLC), and the University Professional and Continuing Education Association (UPCEA). Each of these organizations offer professional development training. Certificate programs from QM and OLC are promoted to faculty and staff. Several people have participated in this programs and resources from these programs are archived in the LMS.

Additional Resources

There are additional professional development resources that are hosted within schools at our University. At our Curry School of Education (Curry) there are resources hosted in the school hosted LMS (Figure 8). Within our School for Continuing and Professional Studies (SCPS) there are many resources including an Online Course Rubric (Figure 9), Expectations for Online Classes (Figure 10), and a YouTube channel called Hoos Learning (Figure 11).



Figure 8: Curry School of Education LMS screenshot of faculty resources.

SCPS Online Course Design Rubric

The Course Objectives part is comprised of 21 objectives organized into 6 sections as follows:

1. Course Overview and Introduction (5 objectives)
2. Learning Activities and Assessment (4 objectives)
3. Students Interaction and Community (3 objectives)
4. Facilitation and Instruction (5 objectives)
5. Technology for Teaching and Learning (2 objectives)
6. Accessibility and Universal Design (2 objectives)

Please read each section title and objective carefully. Examples are provided to promote clarity. Use the ratings scale below to effectively assess how well you met each objective. It is helpful to make comments on each objective as to where/how the objective is being met and/or addressed in your course. See example below.

3	Exceeds/Always	Criterion evidence is clear, appropriate for the course, and demonstrates "best practices."
2	Meets/Often	Criterion evidence is clear and appropriate for the course, but there is some room for enhancement
1	Partially meets/Sometimes	Criterion evidence exists but needs to be presented more clearly and/or further developed.
0	Does not meet/Rarely or Never	No criterion evidence exists, or is present but not appropriate for the course.
NA	Objective does not apply to the course	It may be something only a fully online course would need and you are teaching a blended course for example.

Figure 9: School of Continuing and Professional Studies Online Course Design Rubric.



SCPS Expectations for Online Classes

In order to deliver online instruction that is engaging, interactive, and oriented to the adult learner, SCPS faculty are expected to develop courses that meet our school-wide expectations in the following three areas:

1. Class Management and Organization
2. Weekly Interactive Activities
3. Community Building

Instructors: Please use this guide to ensure that your class includes elements from each of these categories.

I. Class Management and Organization

A well thought out syllabus and an organized class site provide the foundation for student success.

Element	Details
Class Syllabus & Overview	Use the SCPS template to create your Syllabus and Class Overview. Post these documents to your course site at least 2 weeks before the start of the semester.

Figure 10: School of Continuing and Professional Studies Expectations for Online Courses.

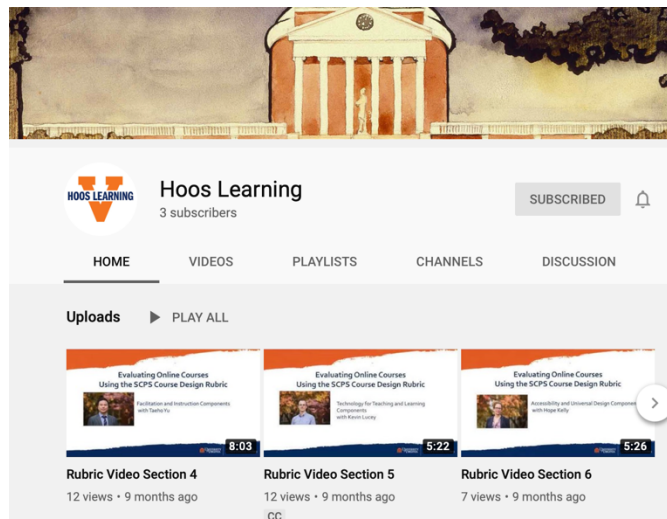


Figure 11: School of Continuing and Professional Studies Hoos Learning YouTube Channel.

Conclusion

Supporting faculty whether through professional development or other resources leads to higher quality online teaching. Our institution has a range of professional development opportunities that includes self-serve toolkits, pop up support, webinars, conferences, book clubs, workshops, and certificate programs. The University is assessing opportunities to support faculty teaching hybrid and online classes and is always open to feedback for how to serve faculty and students. We are evaluating starting book clubs and pop up support desks around faculty meetings and events. There have been discussions of starting programs that may have financial stipends such as an annual award for Online Teaching or a fellows program for faculty teaching online. There is not one solution that works for all faculty but having a range of options has proven useful at our University.

References

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