


2014

A Professional Development Approach to Improve Practice at an Upstate Community College

Lisa K. Antalek
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Lisa K. Antalek

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Walden University
2014

Abstract

A Professional Development Approach to Improve Practice at an Upstate Community

College

by

Lisa K. Antalek

MA, SUNY Binghamton, 2007

BS, SUNY Binghamton, 2003

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

November 2014

Abstract

A federal Call to Action was mandated to reform community colleges across the nation, challenging college officials to enhance instructional methodology on college campuses towards increasing student completion rates. In addressing this mandate, college officials at the upstate NY community college identified a need for professional development that would increase student learning and enhance the instructional methodologies of facilitating faculty through improved alignment. Accordingly, this study investigated the alignment of faculty instructional effectiveness with the institution's core mission. The purpose of this study was to examine faculty perceptions of the instructional methodologies used to facilitate student learning. Informed by Knowles's theory of andragogy, the research questions examined instructional strategies and existing professional development of the faculty members to explore the problem of faculty alignment. The study employed a qualitative intrinsic case study design, with a purposeful sample of 6 part-time and 2 full-time faculty participants. The data were collected and analyzed through the use of a semi structured Likert-type survey and open-ended interview questions. Utilizing an open coding format, data revealed a lack of computer-based instructional strategies and a need for implementation of technological professional learning opportunities at the college. Faculty expressed desire for professional learning. These findings may inform college officials as to the importance of a professional development growth plan policy, and may contribute to positive social change by increasing student completion rates at the college level.

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Dedication

This work is dedicated to my family, who supported me through 21 years of education. Their encouragements continually provided me with the motivation and drive to succeed. Their love and support supplied a concrete foundation that continued to build, always lifting me up when times got tough, yet always on the sidelines cheering me on. Unconditional describes the friendship, love, and support they have provided me with throughout my life. They never doubted my educational goals and dreams.

A special thanks to my two best friends, Carla and Marty, for their continued support. They are more than just friends; they guided and supported me personally as well as educationally throughout my doctoral journey. We walked hand-in-hand together, sharing times of frustration and times of joy. They never judged, criticized, or questioned my ability to complete this project. We continue to be the three musketeers, although my absence throughout this project derailed our times together; there are many great times to be had. Love you girls.

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Table of Contents

Section 1: The Problem..... 1

 Introduction 1

 Definition of the Problem..... 10

 Rationale 12

 Evidence of the Problem at the Local Level 12

 Evidence of the Problem From the Professional Literature 13

 Definition of Terms 15

 Significance of Study 16

 Research Question 18

 Literature Review 19

 The Role of the Community College 21

 Community College Student 22

 Community College Faculty Member..... 23

 Instructional Methodology 27

 Conceptual Framework: Malcolm Knowles..... 28

 Implications 31

 Summary 31

Section 2: The Methodology..... 33

 Introduction 33

 Research Design 33

 Research Question 38

Population, Sample and Context	39
Ethical Considerations	40
Data Collection	41
Role of the Researcher	43
Data Analysis	44
Theme 1: Technology in the Classroom	48
Theme 2: Flipping the Classroom/Online Engagement	50
Theme 3: Professional Learning Opportunities	51
Assumptions	54
Scope and Delimitations	54
Limitations	55
Conclusion.....	56
Section 3: The Project.....	57
Introduction	57
Description and Goals.....	58
Rationale	60
Review of the Literature	60
Professional Learning Community	61
Educational Technology.....	64
Technology	67
PowerPoint	69
Blackboard.....	70

Video	70
Online Educational Discussions	71
Blended Learning/Flipping a Classroom.....	72
Implementation.....	73
Potential Resources and Existing Supports	73
Potential Barriers	74
Proposal for Implementation and Timetable	75
Roles and Responsibilities of Student and Others	75
Project Evaluation.....	75
Implications Including Social Change	76
Local Community	76
Far-Reaching	77
Conclusion.....	78
Section 4: Reflections and Conclusions	79
Introduction	79
Project Strengths.....	79
Recommendations for Remediation of Limitations.....	80
Scholarship	80
Project Development and Evaluation	81
Leadership and Change.....	81
Analysis of Self as Scholar.....	82
Analysis of Self as Practitioner	82

Analysis of Self as Project Developer	83
The Project’s Potential Impact on Social Change	84
Overall Reflection.....	85
Implications, Applications, and Directions for Future Research	86
Conclusion.....	86
References.....	88
Appendix A: Enhance Your Instructional Strategies by Teaching With Technology	113
Appendix B: IRB Approval (Walden University).....	113
Appendix C: IRB Approval (XXX XXXX)	222
Appendix D: Invitation to Participants	222
Appendix E: Consent to Participate in Research	224
Appendix F: NIH Certificate.....	228
Appendix G: Survey	229
Appendix H: Interview Questionnaire.....	232
Appendix I: Sample Interview Transcript	234

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Section 1: The Problem

Introduction

In the realm of education, there are numerous educational programs that are designed to assist learners in essentially every educational endeavor. With today's economy being so information driven, the general population is being forced to consider obtaining a college education, as college degrees have become an increasingly important credential in the workplace. Students, both entering the workforce and already employed, are generating a new mainstream at the undergraduate level in the field of education at colleges and universities across the nation (Halx, 2010). College educators must demonstrate the ability and knowledge considered necessary to provide the essential resources available to better understand students' past experiences and assist in alleviating any challenges that may hinder a student's educational journey (Scherer, 2012).

The community college, once known as a junior college, celebrating 100 years (Crawford & Jervis, 2011) continues to provide a gateway to learning across the nation to all who desire to further their education. Community colleges, opening the enrollment doors, have developed the foundation of educational growth in the United States (Clements, 2012). Dr. Jill Biden, wife of Vice-President Joe Biden, affirmed community colleges are uniquely educational institutions that assist Americans in achieving their personal goals and lifelong dreams (Crawford & Jervis, 2011). According to the American Association of Community Colleges (2008), students are academically enrolled within these overtly subsidized institutions regardless of previous academic records and

personal financial status; hence, the mission of a community college is to provide students with equal enrollment opportunities, a wide-range of career foundational courses, and lifelong learning. According to the United States Department of Education (2012), the most recent year for which statistics are available, 1,045 community colleges in the United States had 6.2 million students in attendance; yet, the data revealed that less than 36% of students enrolled in community colleges earn a degree within a 6-year time-frame (Brock, 2010; Crawford & Jervis, 2011). Research has indicated that although student access to college has substantially increased over the past few decades, the completion rates continue to be significantly low (Duggan & Williams, 2011). Students, conversely, regardless of race, ethnicity, or gender are being trained by numerous college instructors who are bursting with proficiency in the discipline they were hired to educate students in/on, however, lack multiple teaching perspectives towards a diverse classroom environment needed to provide for students' academic success (Jorgensen et al., 2010). Therefore, this study employed a qualitative intrinsic case study design, an "empirical inquiry that investigates a contemporary phenomenon in-depth" (Yin, 2009, p. 18), which concentrates on discovering meaning and perceptions through real life context experiences (Ho, 2010; Johnson, 2008; Yin, 2009). The purpose of this study was to investigate the problem of aligning faculty effectiveness with the institution's core mission at an upstate NY community college and inform and enlighten community college officials as to the importance of a professional development growth plan policy. According to the Strategic Plan 2012-2013 (The State University of New York, 2012), the mission of the community college under investigation is defined as providing "a

quality educational experience to a diverse population, offering all the opportunity to identify their potential and to realize life goals” (p. 1). This examination may promote an improved professional development policy plan that may support students in their degree completion. Investigating current faculty members’ perceptions of their instructional practices and teaching styles, the information generated by this study aimed to address the preponderance of ineffectual teacher alignment and student success at the community college.

Community college students, as defined by The Community College Survey of Student Engagement (CCSSE, 2007) are a “diverse mix with dramatically varying goals; significant demands on their time; and a range of personal, academic, and financial challenges” (p. 9). Of this diverse population, the average age of a community college student is 24 years. Many of these students are in quest of improving their academic skills and obtaining career-oriented educational tools. However, research has indicated that within this diverse mix of students, due to a higher enrollment of women, women attain a higher percentage of associate degrees than men, a repeated fact since the 1980s (Brock, 2010).

Community college educators are commonly hired to teach in areas they possess an expertise; however, there is a perceived notion that they possess learning and work methodologies and the ability to collaboratively connect and relate with students at various levels and modalities (Ingersoll, 2012). According to Knowles, Holton, and Swanson (1998), a student, in a traditional educational setting, “is required to adjust himself to an established curriculum; in adult education the curriculum is built around the

student's needs and interests" (p. 37). Facilitators, while gaining an understanding of the students' past experiences, are initially challenged with identifying the instructional strategies that are aligned to the learning styles of their students. Therefore, teachers who employ multiple teaching strategies within a diverse classroom environment tend to increase student enthusiasm for learning and enhance student achievement (Duggan & Williams, 2011).

Consequently, teachers lacking sufficient educational ability could have a negative impact on a student's learning needs. Jorgensen, Grootenboer, Niesche, and Lerman (2010) indicated that the teacher is the most significant variable on the education ladder that leads to a successful learning environment. Shagrir (2010) stated that "for this reason, we have to ensure that teacher educators are experts, professionals, and leaders of the highest caliber who wield a great deal of influence" (p. 47) on students' academic achievements. Therefore, Knowles's (1980) work was chosen as the conceptual framework for this study because according to Knowles, andragogy is "the art and science of helping adults learn" (as cited in Merriam, Caffarella, & Baumgartner, 2007, p. 84). Knowles's theory is important on two levels: guiding instruction for adult learners in training who teach, and informing instructors to learn strategies for teaching adult learners within their classrooms. His theory will confidently support the institutional attempt to assist instructors in continually improving their knowledge and skills to educate their students in an effective manner to promote the success of community colleges. The purpose of this study was to examine the perceptions of current faculty members and the instructional methodologies used to facilitate and promote the

persistence and retention of enrolled college students. This study may promote an improved professional development policy plan that may support students in their degree completion.

According to Brock (2010), students' classroom interaction and experiences are a major determinant in their educational persistence and college completion. Students desire supportive, yet challenging teachers who possess high academic standards, interpersonal skills, and provide a comfortable learning environment in which a student is able to personally as well as educationally succeed (Wood, 2010). Carlson (2005) affirmed Brock (2010) and Knowles's (1980) theory in providing suggestions to incorporate group work, material presentation, and discussions on the material to integrate course work with personal experiences. Since this approach is a hands-on learning technique, it will potentially enable instructors to include relative material that will focus on any career or personal life experience one may face in the real world. According to a study conducted by Duggan and Williams (2011), instructors acquiring these defined characteristics are teachers who demonstrate elevated standards of teacher effectiveness. Furthermore, the researchers identified that teachers who employ multiple teaching perspectives towards a diverse classroom environment tend to increase student enthusiasm for learning and enhance student achievement (Duggan and Williams, 2011).

The Center for Community College Student Engagement (2010) asserted that "research abounds about what works in teaching and learning. Instructors, however, must be given the opportunity necessary to learn more about effective teaching strategies and to apply those strategies in their day-to-day work" (p.16) Community colleges need to

determine the professional development approach to apply towards overcoming the educational challenges that students are facing and change this unbalanced system that brings forth disadvantages to the educators instructing these students (Harding, 2012). Teachers need to become transformational within the campus environment; the ability to encompass a vision of their students' futures based upon individual potential and growth, not focusing on personal demographics (Harding, 2012).

However, research has shown that 21% of community college instructors lack practice teaching, including course preparation ability, observational opportunities, personal teaching evaluations, and applied learning theory (Ingersoll, 2012). Teachers are struggling to meet the educational needs of their students, overwhelmed in their positions, and experiencing a deficient ability to engage with diverse populations. Jones (2012) denoted the thoughts of a community college instructor in saying the following:

The problem is that sometimes I'm too overwhelmed to get excited about my work. I'm too busy with routine tasks to give a few minutes after school to a student who needs help. I'm too burdened with planning my next lesson to reflect on the lesson I just gave. I'm too worried about student' test scores to remember that students also need time for creative and critical thinking. I need help. (p. 74)

Therefore, the success of community colleges in an economy driven by technology needs to find ways to assist instructors in gaining and continually improving their knowledge and skills to educate students in a successful manner. The success of instructors ultimately is observed as the college graduation rate increases (Schmidtke, 2009).

According to the National Center for Educational Statistics (2012), the Integrated Postsecondary Education Data System (IPEDS) showed a national average consisting of 10.9% full time, first time students enrolled in 2-year public community colleges during the 2009-2010 academic year graduated within a 2-year time frame. In contrast, data demonstrated that 20.4% full time, first time students enrolled in 2-year public community colleges completed a degree or certificate within a 3-year time frame. Furthermore, statistics illustrated that 46.4% of the same population discontinued their education without obtaining a degree and/or certificate. In comparison, the average graduation rate at a local community college in upstate New York was reported to be 13.2% during a 3-year time frame (New York State Education Department, 2010).

At the aforementioned community college, there is an institutional agenda for continuous improvement of all academic and student support programs. According to The Office of Research and Information Systems (ORIS:NYSED; 2012), the graduation rates of first time, full time students at a local community college in upstate NY was 13.2% in 2010, contrasted to 21.2% in another upstate institution that employs an established professional development program. Consistent with the aforementioned statistics, a local community college in the upstate New York strategic plan 2012-2013 affirmed a need for professional development that provides an opportunity supporting the advisement of prospective and promising leaders from within the campus community (The State University of New York, 2012). According to The National Community College Benchmark Project (Fair-Szofran, Green, & Christner, 2010), based on the present data available, college officials at the mentioned local community college are aware that

improvements must be made and implemented in the matter of student success and graduation rates. The community college's Strategic Plan 2012-2013 indicated that college officials must "enrich the learning and teaching landscape by offering opportunities to enhance faculty, as well as establishing goals to enhance student learning and development, academic achievement, and provide innovative educational delivery" (The State University of New York, 2012, p. 1). This affirms a need for professional development that provides an opportunity supporting the advisement of prospective and promising leaders from within the campus community (The State University of New York, 2012).

The research study site is a community college located in upstate New York. According to the Institutional Effective Office (The State University of New York, 2012), the college currently has 5,968 students in attendance; 70% registered full time and 30% enrolled in part time studies. The demographics consist of 56.4% female students and 43.7% male students; 31% of the total represents nontraditional students. The college employs 45% female and 55% male faculty, part and full-time positions. The educational backgrounds vary as 30% of the total faculty holds terminal degrees, and 66% possess graduate level degrees. The faculty-student ratio is currently 1:20.

Smith (2010) indicated that "teacher quality is the strongest predictor of student achievement" (p. 67); therefore, college officials must focus their efforts on ways to improve teacher efficacy to meet the needs of community college students. Professional Development (2004) confirmed that community college teachers within the United States commonly spend more time educating students than time engaging in professional

development opportunities than in other countries. Hence, community college officials need to take responsibility of their instructors and provide campus-wide professional development programs that are mandated not only to enhance student-centered teaching but to improve the success rate at the community college level.

The objective of this study was to investigate community college teaching staff; the problem of increasing faculty effectiveness with the institution's core mission to advise a professional development policy and/or professional learning opportunities for college faculty to enhance their instructional abilities. This study may bring forth social change within the community college environment contributing data that could be used in implementing a professional development growth policy plan. Information gathered from this study may transpire professional learning opportunities for college faculty to enhance their instructional abilities. The objective of this study was to increase faculty effectiveness and convey to college officials the significance in developing their own professional development growth plan policy (Sandoval-Lucero, 2011) to enhance instructional methodology and increase the success rate of community college students. The results of this study may also provide knowledge and information to assist college leaders in identifying and determining the types of professional development and areas of concern based on faculty perception and responses. Implementation of a professional development program may provide direct intervention that offers learning opportunities and assistance to promote effective teaching. This type of "unceasing building of the teacher education profession by means of intercollegiate cooperation may set the education system on the path towards first-class achievements" (Shagrir, 2010, p. 57).

When the day comes that a student “has the opportunity to achieve his or her full potential will only be possible with a deep commitment to continuous improvement that acknowledges the complexity of race, poverty, pedagogy, and will” (Harding, 2012, p. 4). However, it is imperative that focus be placed on the lack of faculty alignment at the community college level.

Definition of the Problem

Effective alignment of community college faculty with the mission of an upstate NY community college appears ineffectual with “student learning and development, educational delivery, and academic achievement” (The State University of New York, 2012, p. 1) of first-year students. According to the Strategic Plan 2012-2013(The State University of New York, 2012), the mission of the community college under investigation is defined as providing “a quality educational experience to a diverse population, offering all the opportunity to identify their potential and to realize life goals” (p. 1). Therefore, this research study was intended to investigate the problem of aligning faculty effectiveness with the institution’s core mission at an upstate N.Y. community college to inform and enlighten community college officials as to the importance of a professional development growth plan policy.

Over several decades, there has been a call from community leaders as well as leaders in the political arena for changes in educational methodology and enhancement to student achievement and retention rates within community colleges across the United States (Clements, 2012). While delivering a speech at Michigan Community College, President Obama spoke of this issue:

Now is the time to build a firmer, stronger foundation for growth that will not only withstand future economic storms, but one that helps us thrive and compete in a global economy. It's time to reform our community colleges so that they provide Americans of all ages a chance to learn the skills and knowledge necessary to compete for the jobs of the future. (The White House, 2009, p. 1)

According to The National Center for Educational Statistics (2012), the U.S. national average graduation rate of full-time students attending a 2-year college during the 2010 academic year was reported to be 53.4 %. In comparison, the average graduation rate at the local upstate New York community college under investigation was reported to be 13.2% during the same time frame (New York State Education Department, 2010). To coincide with President Obama's vision of educational reform within community colleges, focus needs to be placed on faculty professional development that will potentially increase instructional strategies used in the classroom to promote student achievement. Instructors hired to teach at the community college level must provide and/or obtain the necessary knowledge and skills needed for the desired academic position.

The data regarding professional development are minimal. Current literature has identified specific requirements and needs of college students; however, there is insufficient research that illustrates a college educator's instructional methodology. The educational knowledge required for an instructor must uphold, "academic standards and demonstrate requisite qualifications for successful teaching" (Wood, 2010, p. 1). Accordingly, I investigated a community college in upstate NY and explored ways to

“enrich the learning and teaching landscape by offering opportunities to enhance faculty, as well as establishing goals to enhance student learning and development, academic achievement, and provide innovative educational delivery” (The State University of New York, 2012, p. 1).

There is a critical need for teachers to demonstrate an exceptional understanding of instructional competencies and a need for teachers to have continual professional development, and personal and educational growth that address pedagogical strategies and student diversity issues. Information generated by this study may supplement professional learning opportunities for college faculty to enhance their instructional methodology and potentially increase the success rate of community college students.

Rationale

Evidence of the Problem at the Local Level

The purpose of this study was to investigate the problem of increasing faculty effectiveness aligning with the institution’s core mission at an upstate NY community college. According to the Strategic Plan 2012-2013 (The State University of New York, 2012), the mission of the community college under investigation is defined as providing “a quality educational experience to a diverse population, offering all the opportunity to identify their potential and to realize life goals” (p. 1). Although current literature has identified specific requirements and needs of college students, there is insufficient research that illustrates a college educator’s instructional methodology. There is a critical need for teachers to demonstrate an exceptional understanding of instructional

competencies and the need for teachers to have continual professional development that addresses pedagogical strategies and student diversity issues.

The affirmed need for professional development at the community college under investigation is based on the college's mission to provide "a quality educational experience to a diverse population, offering all the opportunity to identify their potential and to realize life goals" (The State University of New York, 2012, p. 1). Therefore, in order to meet the needs of the outlined duty, the college has constructed an educational plan of projected initiatives. The Strategic Plan 2012-2013 outlined various teaching and learning objectives, such as goals to "enhance student learning and development, academic achievement, innovative educational delivery, and student preparedness for success" (The State University of New York, 2012, p. 1). Therefore, social change at an educational institution cannot be obtained without considering faculty perspectives and desired professional learning opportunities.

Evidence of the Problem From the Professional Literature

Prior collections of data show a deficiency in the essential teaching methodologies of faculty members at the community college level (NCATE, 2010; Ray, 2009). Briggs (2005) indicated that educators lacking imperative teaching skills are increasing students' duration of their educational experience at the community college level. College officials need to seek ways to aid their teaching staff on a collaborative effort towards ensuring students' achievement and increasing the completion rates on community college campuses (Leko & Brownell, 2009). According to a study conducted by Grieve (2010), determining what constitutes ineffective teacher qualities, deplorable

teacher values, and student success may form professional development policies and shape institutions towards promoting teacher effectiveness and increasing student achievement rates (Kopelman & Vayndorf, 2012). At the community college level, “it is essential to create a safe (learning) environment which encourages multiple perspectives, and honors and respects diverse experiences and viewpoints” (Ness, George, Turner, & Bolgatz, 2010, p. 99). In the aforementioned studies, a disparity has been shown in the methodologies that would assist in improving student retention and graduation rates at these colleges.

The results of this study are projected to inform and enlighten community college officials at an upstate NY college as to the importance of a professional development growth plan policy. An examination of faculty members’ instructional strategies demonstrated whether or not the instructor’s teaching strategies align with the community college’s academic position. This study contributes new information based on current community college faculty, their employed teaching and learning strategies, and their personal perceptions on the importance of continual professional development working at a higher educational institution. This examination could cultivate an improved professional development policy plan that could lead to increasing completion rates of enrolled students.

Definition of Terms

Academic position: A non- permanent full or part time teaching position (Shamos, 2002).

Adjunct faculty: Part-time instructor who is compensated in salary at a lesser rate than full-time faculty (Illinois Mathematics Association of Community Colleges, 2012).

College officials: Any academic administrator, faculty, or staff, within the college environment (Normandale Community College, 2013).

Community college: “Colleges established and operated either individually or jointly, by counties, a community college region, cities, intermediate school districts, or school districts approved by the State University trustees pursuant to the provisions of article 126 of the Education Law” (State University of New York, 2012, p.1).

Instructional methodology: A “systematic process that is employed to develop education and training programs in a consistent and reliable fashion” (Reiser & Dempsey, 2007, p. 11).

Professional development: The ongoing process of attaining updated knowledge and skill, particularly for job related responsibilities (Austin Community College District, 2010).

Student-centered teaching: Through the use of various teaching techniques, the focus is on the student’s learning rather than regurgitated information (Blumberg, 2008).

Student success: A student’s personal achievement and educational goals (American Federation of Teachers, 2011).

Significance of Study

In this study, I employed a qualitative intrinsic case study design that supported the investigation of the teaching staff at a local community college in upstate New York in aligning teaching strategies. In this study, I investigated ways to “enrich the learning and teaching landscape, enhance student learning and development, academic achievement, and provide innovative educational delivery” (The State University of New York, 2012, p. 1). I explored the problem of increasing faculty effectiveness, coinciding with the institution’s core mission, and advised a professional development policy and/or creating professional learning opportunities for college faculty to enhance their instructional abilities. The investigation of increasing faculty effectiveness with the institution’s core mission was imperative as current literature identifies specific requirements and needs of college students; however, there is insufficient research that illustrates a college educators’ instructional methodology.

The purpose of this study was to investigate increasing faculty effectiveness aligning with the institution’s core mission and to advise a professional development policy and/or professional learning opportunities for college faculty to enhance their instructional abilities. This study may bring forth social change within the community college environment contributing data that could be used in implementing a professional development growth policy plan. By focusing on current faculty members’ perceptions of their instructional practices and teaching styles, the information generated by this study aims to address the preponderance of ineffectual teacher alignment and student success at the community college level. Data collection for this qualitative study employed semi

structured surveying with a Likert-type scale. A qualitative survey was submitted through email to current part and full time faculty participants, followed by individual in-depth interviews with each participant. Email survey and interview questions are included in Appendices C and D.

This study may bring forth social change within the community college environment by contributing data that could be employed in implementing a professional development growth policy plan. Harding (2012) suggested developing a professional development policy may support educational challenges and increase faculty effectiveness towards improving student achievement and raising college completion rates. Furthermore, Alfred (2010) indicated that community college faculty has “no clear sense of values, expectations, and resources they should apply in teaching and learning” (p. 15). Consequently, reforming the teaching effectiveness and learning environment of community colleges shall increase “based on the premise that faculty can determine the occurrence of specific learning outcomes in students, through expanded participation in decisions regulating the flow of resources to academic programs” (p. 15).

According to Ingersoll (2012), over the past 2 decades, professional development opportunities have been on the rise within many states. His research indicated that the level of support varied; however, the data also displayed an increase in teacher retention and instructional value. On the other hand, as a college educator in an economy that has predominantly become driven by technological advances communication transformations such as internet use and email has “given us an opportunity to not know everything” (Williams et al., 2008, p. 298).

The economy has shown community college administration the importance of seeking new ways to generate knowledge in an environment “where people are continually learning how to learn together” (Williams et al., 2008, p. 299). To coincide with President Obama’s vision of educational reform within community colleges, instructors hired to teach must have alignment to the institution’s academic position. Therefore, according to Shagrir (2010), “We have to ensure that teacher educators are experts, professionals, and leaders of the highest caliber who wield a great deal of influence” on students’ academic achievements” (p. 47).

Research Question

A federal agenda has mandated that a plan be developed by each institution to reform community colleges across the nation, providing all citizens with educational opportunity and challenging college officials to enhance instructional methodology on college campuses towards increasing student completion rates (American Association of Community Colleges, 2010). If community college student success lies within the realm of teacher alignment to the institution’s academic position; “we have to ensure that teacher educators are experts, professionals, and leaders of the highest caliber who wield a great deal of influence” on students’ academic achievements (Shagrir, 2010, p. 47). This need for teacher alignment leads to measure if the faculty members at the community college under investigation are equipped to meet this reform requirement. The focus of this study was to conduct an examination of faculty members’ instructional strategies to explore the problem of faculty alignment to the institution’s core mission. This qualitative intrinsic case study inquiry addressed the following research questions:

1. In what ways do college instructors describe their classroom style as successful or unsuccessful?
2. What strategies do instructors perceive to be effective in the classroom?
3. In what ways do college instructors find professional learning opportunities to be beneficial in aiding the learning process?

This qualitative intrinsic case study employed a semi-structured Likert-type scale survey using fixed choice responses (McLeod, 2008, p. 1). A survey was submitted through the email process, followed by individual in-depth interviews with each participant. This study investigated current college faculty members and their difficulty with implementation of new instructional strategies to the institution's academic mission. Email survey and interview questions are included in Appendices C and D.

Literature Review

Effective alignment of community college faculty with the mission of an upstate NY community college appears ineffectual with “student learning and development, educational delivery, and academic achievement” (The State University of New York, 2012, p. 1) of first-year students. Students are academically enrolled within these overtly subsidized institutions, regardless of previous academic records and personal financial status. The mission of a community college is to provide students with equal enrollment opportunities, a wide-range of career foundational courses, and lifelong learning. President Obama endorsed a federal agenda for postsecondary education mandating a plan to reform community colleges across the nation, providing all citizens with educational opportunity and challenging college officials to enhance instructional

methodologies to modify their “traditional ways of fulfilling their individual missions” in the areas of course completion and degree attainment (American Association of Community Colleges, 2010, p. 1).

Jorgensen, Grootenboer, Niesche, and Lerman (2010) indicated that the teacher is the most significant variable on the education ladder that leads to a successful learning environment. If community college student success lies within the realm of teacher alignment to the institution’s academic position; “we have to ensure that teacher educators are experts, professionals, and leaders of the highest caliber who wield a great deal of influence” on students’ academic achievements (Shagrir, 2010, p. 47). This need for teacher alignment will determine if the faculty members at the community college under investigation are equipped to meet this reform requirement. It needs to be determined if the community college faculty members, at the investigation site, are equipped to meet the requirements found in the educational reformed proposed.

In the Section 1 literature review, I investigate the role of a community college, examine the community college student population and diverse learning needs, explore community college faculty members and their lack of proper competencies, and provide an analysis of instructional methodology. I investigate President Obama’s federal *Call to Action* agenda and provide an in-depth look at the study’s conceptual framework of andragogy developed by theorist Malcolm Knowles. The literature reviewed was gathered through on-line data bases, such as *Educational Resource Information Center* (ERIC), and *Education Resource Complete*, using keyword searches. Additionally, Higher Education websites, dissertations, bibliographies, and instructor recommendation

provided many leads to supplemental information. The search terms included *student success, teacher qualities, professional development, instructional methodology, adjunct faculty, full-time faculty, community college, ineffective teacher alignment, and institutional mission.*

The Role of the Community College

Community colleges, once known as junior colleges, after World War II, opened their enrollment doors and grew to be the foundation of educational growth in the United States (Clements, 2012). According to Clements (2012), “it was at this time that the term ‘community college’ was popularized, and these institutions became part of the state educational funding system” (p.17). In 2007, statistics revealed that 1,045 community colleges existed within the United States, with an estimated enrollment total of 17.5 million students (Brock, 2010; Crawford & Jervis, 2011). Within the walls of these community colleges, the student population will continue to grow as these educational facilities focus on the local communities, establishing credibility and relevancy through the programs they offer.

Community colleges, providing open door admission, strive to be the educational leaders in response to “diverse individuals, community, and global needs for accessible lifelong educational opportunities” (The State University of New York, 2012, p. 1). The community colleges provide an opportunity for the gifted by offering honors programs and in addition, offering remedial programs to those who need academic support (Crawford & Jervis, 2011). The community college environment reaches out to the entire community, not just academically enrolled students, as they present concerts, festivities,

sports entertainment, offer certificate programs, and build business partnerships with local companies that play an important part within the community. However, the main role of a community college is to prepare students for their educational futures including 4-year college preparation. The community college, celebrating 100 years, continues to provide a gateway to learning across the nation to all who desire to further their education (Crawford & Jervis, 2011).

Community College Student

Brock's research (2010) indicated that since 2005, community colleges have continued to provide a gateway to learning for 17.5 million students, approximately a 300% increase since 1965. Traditionally, a community college student population, as defined by The Community College Survey of Student Engagement (CCSSE, 2007) is a "diverse mix with dramatically varying goals, significant demands on their time, and a range of personal, academic, and financial challenges" (p. 9). A traditional student is defined as a student who attends college immediately after high school, financially and depends on parental support while a nontraditional student is one who is working and raising children, among other criteria (Brock, 2010; Clements, 2012). According to Brock (2010), the age of a traditional student ranges from 18 to 24; however, research has shown that there has been a drastic increase in enrollment of nontraditional students, 24 years of age and older, and a decrease in traditional student enrollment. Brock (2010) also depicted an increase in racial and ethnic minority group enrollments, while statistics showed a decrease in the enrollment of Caucasians. Clements (2012) detailed the increases and decreases in stating that "the average age of the community college student

is 29 years old; 16 % of students are over the age of 40; 39% of this population is first-generation college students and 35% are from minority backgrounds” (p. 18). The profile is one of an extremely diverse student population with numerous learning requirements.

Research has indicated that “44% of all U.S. undergraduates and 46% of first-time freshman are enrolled in community colleges” (Wild & Ebbers, 2002, p. 509). As the average age, race, and ethnicity of community college students increase, their cultural background, learning abilities, and experiences challenge the traditional educational environment. This demographic reality profiles the student population and clearly defines their wide ranging abilities and diverse learning needs (Halx, 2010). It is the responsibility of the community college faculty to identify students’ needs, demonstrate the ability and knowledge necessary to provide the essential resources available, and assist in alleviating any challenges that may hinder their educational success (Duggan & Williams, 2011; Scherer, 2012).

Community College Faculty Member

Despite the increase in the diversity of community college students, they are being educated by numerous college instructors who are bursting with proficiency in the discipline they were hired to teach but lack the proper competencies needed to provide for students’ academic success (Jorgensen et al., 2010). Wood (2010) stated the prerequisites necessary of a teacher consists in upholding educational principles and having the ability to implement effective teaching practices. Statistics have shown that community college faculty is comprised of “70% part-time instructors only 5% hold terminal degrees, 46% hold Master’s degrees, and 33% hold bachelor’s degrees”

(Clements, 2012, p. 20). These statistics suggest that hiring of part time adjunct faculty instructors for the community college may have unforeseen consequences. According to Alfred (2010), faculty

have become “tenants” within our institutions to the extent that: (1) they do not participate fully in strategic decisions about programs, finances and students; (2) they maintain limited interaction with students outside of the classroom due to the community-based role-set of commuting and part-time students; and (3) they engage in entrepreneurial interests out of the college which limits the time and energy they can devote to instructional innovation and governance. (p. 9)

According to the Community College Survey of Student Engagement (2007), 48% full-time and 82% part-time faculty who were surveyed indicated “zero time” was engaged with their students outside of the classroom (Clements, 2012). According to the Strategic Plan 2012-2013 (The State University of New York, 2012), the mission of the community college under investigation is defined as providing “a quality educational experience to a diverse population, offering all the opportunity to identify their potential and to realize life goals” (p. 1). This mission embraces full and part-time faculty responsibilities and is major contributing role in the implementation of the school’s educational function. Faculty members are overwhelmed in their positions while struggling to meet the educational needs of their students, experiencing an inability to engage with diverse populations (Jones, 2012). According to the 2010 CCCSE report, “these instructors must be given the opportunity necessary to learn more about effective teaching strategies and to apply those strategies in their day-to-day work” (p. 16).

Community college educators, part-time and full-time, are commonly hired to teach in an area in which they possess an expertise. According to Ingersoll (2012), there is a perceived notion that their learning and work methodology gives them the ability to collaboratively connect and relate with students at various levels using different instructional strategies. In addition, Hoerr (2008) suggested that teachers are mentors, advisors, and leaders who are hired to provide direction to students in education to become more self-reflective and identify achievement for themselves, focusing on “preparing students for an excellent life, not just an excellent upcoming school year” (p. 83). Researchers have affirmed that “few community college teachers are grounded in learning theory; most have never formally studied-or even read much-about cognition, learning styles, human development, moral development, or taxonomies of intellectual growth” (Clements, 2012, p. 20). The absence of this important instructor orientation has presented challenges to the community college leadership.

The community college, celebrating 100 years (Crawford & Jervis, 2011), continues to search for ways to assist instructors in gaining and continually improving their capacity to educate students in a successful manner. Over several decades, there has been a call from community leaders and leaders in the political arena for changes in educational methodology enhance student achievement and retention rates within community colleges across the United States (Clements, 2012). A federal agenda has mandated that a plan be developed by each institution to reform community colleges across the nation, providing all citizens with educational opportunity and challenging college officials to enhance

instructional methodology on college campuses towards increasing student completion rates (American Association of Community Colleges, 2010).

To coincide with President Obama's vision of educational reform within community colleges, focus needs to be placed on faculty professional development. The capacity to properly advise and educate begins with the educational knowledge and instructional ability of the teacher (Jones, 2012). The problem of faculty alignment to the institution's core mission "has become acute as the national government has raised the stakes for student learning at the same time that the supply and retention of highly qualified teachers is in question" (Sandoval-Lucero, 2011, p. 2). Teachers lacking sufficient instructional ability could have a negative impact on a student's learning needs. In fact, the most recent data reveal that less than 36% of students enrolled in community college earn a degree within a 6-year time-frame (Brock, 2010; Crawford & Jervis, 2011).

Harding (2010) suggested the diversity of community college students is rapidly increasing, therefore enhancing the educational challenges that teachers' face. He indicated that "only 9 % of U.S. children growing up in a low-income community today will graduate from college by age 24, compared with 54 % of their wealthier peers" (p.1). *The National Council for Accreditation of Teacher Education* (NCATE; 2010) suggested that to execute effectual teachers for the 21st century, a shift towards generating practice programs to reform teacher preparation to enhance faculty effectiveness and student learning needs to be considered. Smith's research (2010) indicated that "teacher quality is the strongest predictor of student achievement" (p. 67). Therefore, college officials must

focus their efforts on ways to improve teacher efficacy to meet the educational needs of community college students.

Instructional Methodology

Although the literature has provided a wealth of information on the achievement gap and educational factors pertaining to student persistence and retention, little information has focused on community college educators' instructional strategies to support student persistence and retention. A student's classroom interaction and experiences are a major determinant in their educational persistence and college completion (Brock, 2010). Teachers who employ multiple teaching strategies within a diverse classroom environment tend to increase student enthusiasm for learning and enhance student achievement (Duggan & Williams, 2011). Students desire supportive yet challenging teachers who possess high academic standards, interpersonal skills, and provide a comfortable learning environment in which a student is able to personally as well as educationally succeed (Wood, 2010).

Teachers consider different teaching strategies within their learning environments. Teacher-centered and learner-centered (also known as student-centered) approaches aid in educating students. According to Blumberg (2008), a teacher-centered approach relates to the traditional instructional lecture method, rather than learner-centered, which tends to focus on multiple teaching strategies. Many students believe that the teacher-centered style of instruction fails to engage their learning. Students engaged in learner-centered instruction, understand "why they need to learn and how to learn, and have self-awareness of their learning abilities and their process of gaining it" (Blumberg, 2008, p.

3). The learner-centered style of instruction allows students to “take on the responsibility of their own learning process by diagnosing their personal learning needs, setting goals, identifying resources, implementing strategies and evaluating the outcomes” (Orey, 2001, p. 9). Accordingly, Blumberg (2008) suggested that learner-centered instruction tends to boost student commitment and increases student retention.

In the community college setting, student retention is an important factor in evaluating institutional effectiveness (Wild & Ebbers, 2002; Williams, Atkinson, Cate, & O’Hair, 2008). Student retention is simply defined “in terms of student objectives” (Wild & Ebbers, 2002, p. 505). According to Wild and Ebbers (2002), “to reduce significantly the staggering attrition at the average community college, it appears necessary to shift the focus from what is wrong with the student to what is wrong with the institution” (p. 509). “For this reason, we have to ensure that teacher educators are experts, professionals, and leaders of the highest caliber who wield a great deal of influence” on students’ academic achievements (Shagrir, 2010, p. 47). Therefore, supported by Knowles’s theory, this study investigated the perceptions of current faculty members and the instructional methodologies used, such as multiple teaching strategies, classroom interactions, and supportive yet challenging teachers to facilitate and promote the persistence and retention of enrolled college students.

Conceptual Framework: Malcolm Knowles

This study was grounded in the theoretical framework developed by theorist Malcolm Knowles. His work was chosen as the conceptual framework for this study because according to Knowles, andragogy is “the art and science of helping adults learn”

(as cited in Merriam, Caffarella, & Baumgartner, 2007, p. 84). Smith (2010) indicates that “teacher quality is the strongest predictor of student achievement” (p. 67). According to Brock (2010), students’ classroom interaction and experiences are a major determinant in their educational persistence and college completion. Moreover, Knowles believed that adults bring life experiences to the learning circle, and educators “should involve learners in as many different aspects of their education as possible and in the creation of a climate in which they can most fruitfully learn” (as cited in Conlon, 2010, p. 2). Since this study focused on faculty members at a NY state regional institution, it is important to recognize adult learning theory as a viable means to explore and examine faculty members’ perceptions and experiences.

Conlon (2010) stated that faculty members within the community college setting need to adhere to Knowles’s perspectives as “adults are more interested about subjects that have immediate relevance to their job or personal life” (p. 2). Knowles’s theory implies that an educator should possess the ability to instruct more towards a learner-centered style of teaching, which would provide a flexibility of knowledge and understanding relating towards one’s personal and career motives (Conlon, 2010; Orey, 2001). Carlson (2005) asserts Knowles’ suggestion to incorporate group work, material presentation, and discussions on the material to integrate course work with personal experiences. Since this approach is a hands-on learning technique, it will potentially enable instructors to include different material in relativity to any career or personal life experience one may face in the real world. According to Carlson (2005),

Teaching is a process of guided interaction between the teacher, the student, and the material of instruction... Teaching, like medical practice, is mostly a matter of cooperation with nature; the function of the teacher is to guide the student into the kind of experiences that will enable him to develop his own natural potentialities. (p. 3)

Faculty instructors need to be cognizant of the nuances of adult learning theory in order to maximize the learning experiences of their students.

Knowles, Holton, and Swanson (1998) defined adult education as “the process through which learners become aware of significant experience” (p. 38); and that “adult education employs the method of self-directing activity, with free choice of subject matter and free choice in determining outcomes “ (p. 43). A student in a traditional educational setting “is required to adjust himself to an established curriculum; in adult education the curriculum is built around the student’s needs and interests” (p. 37).

Facilitators, while gaining an understanding of the students’ past experiences, are initially challenged with identifying the instructional strategies that are aligned to the learning styles of their students.

Knowles’s theory (Knowles, Holton, & Swanson, 1998), supported by research, guided this study. Knowles believed that throughout an adult learners’ educational experience they will be provide the opportunity to gain self-awareness, develop a personal respect for self and others, and acquire the ability to achieve one’s potential and growth in awareness of societal issues and directing social change (as cited in Smith, 2002). To promote the success of community colleges, Knowles’s theory is important on

two levels: guiding instruction for adult learners in training who teach and informing instructors to learn strategies for teaching adult learners within their classrooms. Using the theoretical framework of Knowles will positively support the institutional efforts to assist instructors in gaining and continually improving their knowledge and skills to educate their students in an effective manner. Smith (2002) agrees with this sentiment by acknowledging Knowles's premise that, "strength lies in creating opportunities for helping individuals become more proficient practitioners" (p. 11).

Implications

The intent of this study focused on exploring and examining the issue of aligning faculty effectiveness with the institution's core mission at an upstate New York community college. The findings of this investigative study will yield potential data and information that will serve to inform future implementation of professional development policies and practices at a local upstate community college, and potentially to surrounding New York State community colleges.

Summary

Section 1 has focused on the issue of aligning faculty with the institution's core mission to inform and enlighten community college officials as to the importance of a professional development growth plan policy. Although the literature has provided a wealth of information on the achievement gap and educational factors pertaining to student persistence and retention, an insufficient amount of information has focused on community college educators' instructional strategies that support student persistence and retention. This study was grounded in the theoretical framework developed by theorist

Malcolm Knowles because of the importance of his theory on two levels: guiding instruction for adult learners in training who teach and informing instructors to learn strategies for teaching adult learners within their classrooms. As this study focused on faculty members, it is important to recognize adult learning theory as a viable means to explore and examine faculty members' perceptions and experiences.

By conducting a qualitative intrinsic case study, I investigated current faculty perceptions of their instructional knowledge and strategies. This study provided information and data that may serve to increase faculty effectiveness and student success when appropriate professional development policies are put into play. Shared faculty perceptions may provide new knowledge and information regarding faculty alignment and could potentially promote and support the creation of a professional development growth policy plan at the local community college in upstate New York.

The remainder of the project study is divided into three sections: Section 2 will include the methodology of the study, including the design, instrumentation, data collection, and analysis. Section 3 consists of a comprehensive explanation of the project; and Section 4 will provide a reflection and conclusion of the overall research study.

Section 2: The Methodology

Introduction

The intent of this study was to examine the current teaching staff at a local community college in upstate New York. This study employed a qualitative intrinsic case study approach to generate essential information in response to the investigative questions. By conducting an intrinsic case study, I investigated current faculty perceptions of their instructional knowledge and strategies used with students. Focusing on teachers' academic positions, I addressed the preponderance of increasing faculty effectiveness with the institution's core mission and student success by creating a professional development training workshop to meet the instructional needs of the facilitating faculty (Appendix A). In this section, I explain the methodology of the study including the design, selection of participants, data collection, analysis, and ethical considerations relating to this type of qualitative approach as well as the rationale for the methodology.

Research Design

In this study, I employed a qualitative intrinsic case study design that supports the investigation of a local community college in upstate New York's teaching staff. I explored the problem of increasing faculty effectiveness with the institution's core mission to advise a professional development policy and/or professional learning opportunities for college faculty to enhance their instructional abilities. This study may bring forth social change within the community college environment contributing data that could be utilized in implementing a professional development growth policy plan.

A qualitative intrinsic case study is an “empirical inquiry that investigates a contemporary phenomenon in-depth” (Yin, 2009, p. 18), which concentrates on discovering meaning and perceptions through real life context experiences (Ho, 2010; Johnson, 2008, Yin, 2009). According to Daniels (2011),

in ordinary life, we capture and conceptualize everything, using our preconceptions to turn everything into something other than it actually is, one or two steps removed from direct unfiltered experience. Phenomenology strives to clarify our receiving abilities and rediscover the actuality of what is. (p. 2)

Ho (2010) has described a qualitative inquiry as a process that intends to assist in understanding “how the everyday, inter-subjective world is constituted from the participant’s perspective” (p.1), excluding their personal perceptions to objectively examine the essence of the phenomenon. The work of Johnson (2007) also supported this premise. In this exploratory research study, I seek to explore and examine perceptions and faculty alignment issues with a local community college in upstate New York. For the purpose of this study, an intrinsic case study approach was selected as case study research “allows the researcher to examine a problem or question in a practical, real life situation;” however, alternative research methods were also considered, that is, ethnography, phenomenological study, and grounded theory (Farquhar, 2012, p. 8).

According to Johnson (2007), an ethnographic approach focuses on discovering and describing cultures within a specific group of participants. Although culture is defined as a “system of shared beliefs, values, and practices” (p. 389) which is relevant to this research, an ethnographic method was not selected due to time constraints in

conducting the study. Conducting a phenomenological study was another alternative approach examined. This approach was not chosen as “phenomenology commits itself to descriptions of experiences, not explanations or analysis” (Moustakas, 1994, p. 2) and requires that subjects be studied over an extended period of time. Lastly, I examined and disregarded grounded theory as a research method, as the objective of this approach seeks to discover theory unconditionally within the data collection (Hamilton, 2011), and this research study is based on Knowles’s theory of andragogy (Merriam, 2007).

Through the combination of an empirical case study inquiry and Knowles’s theory of andragogy, “research abounds about what works in teaching and learning. Instructors, however, must be given the opportunity necessary to learn more about effective teaching strategies and to apply those strategies in their day-to-day work” (Center for Community College Student Engagement, 2010, p. 16). Teachers need to become transformational within the campus environment; they should have the ability to encompass a vision of their students’ futures based upon individual potential and growth, not focusing on personal demographics (Harding, 2012). Harding suggested that community colleges need to determine the most efficacious development approach to apply towards overcoming the educational challenges that students are facing and change this unbalanced system that brings forth disadvantages to the educators instructing these students.

Knowles’s work was chosen as the conceptual framework for this study because according to Knowles, andragogy is “the art and science of helping adults learn” (as cited in Merriam, Caffarella, & Baumgartner, 2007, p.84). Knowles’s theory implies that an

educator should possess the ability to instruct more towards a learner-centered style of teaching, which would provide a flexibility of knowledge and understanding relating towards one's personal and career motives (Conlon, 2010; Orey, 2001). Using the theoretical framework of Knowles will positively support the institutional efforts to assist instructors in gaining and continually improving their knowledge and skills to educate their students in an effective manner. Smith (2002) captured this sentiment by acknowledging Knowles's premise that, "My strength lies in creating opportunities for helping individuals become more proficient practitioners" (p. 11).

The data for this intrinsic case study were generated using a qualitative semi structured survey utilizing a Likert-type scale "using fixed choice responses" (McLeod, 2008, p. 1). A qualitative survey was submitted through email, followed by individual in-depth interviews with each participant. Email survey and interview questions are included in Appendices C and D. A case study investigation was chosen for this study as "qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter" (Warden & Wong, 2007, p. 4). This data collection process explored and examined current community college faculty and the issue of ineffectual faculty to the institution's academic position. The focus of the study analysis was to gain knowledge of perceptions and instructional strategies of current faculty to explore ways to "enrich the learning and teaching landscape by offering opportunities to enhance faculty, as well as establishing goals to enhance student learning and development, academic achievement, and provide innovative educational delivery" (The State University of New York, 2012, p.1). The data were analyzed, as depicted, by Moustakas

(Ho, 2010; Merriam, 2009; Moustakas, 1994). According to Ho (2010), Moustakas describes the analytical process as the following:

Establishing the truth of things; one must reflect, first, on the meaning of the experience of oneself; then one must turn outward, to those being interviewed, and establish “inter-subjective validity,” the testing out of this understanding with other persons through a back-and-forth social interaction (p. 2).

In comparison, Ho (2010) described that the analysis of data progresses through the process of reduction, the examination of explicit ideas and affirmations, investigating all prospective values, as the personal perspectives and prejudgments of the researcher is bracketed. Furthermore, Moustakas (1994) signified the importance with regards to all relevant statements made by the participants; identifying shared themes are used to support a rich depiction of the phenomenon. Subsequently, he concluded his analysis with integrating quality and structure to develop an essence of the experience. This study addressed a deficiency in data relevant to community college teaching strategies, student learning and development, educational delivery, and perceived faculty needs for professional learning opportunities. Implementing the analysis process, as depicted by Moustakas (1994), was “to inform the types of professional development opportunities offered to community college faculty that could help those faculty members to create teaching and learning environments that will engage students and possibly lead to increased graduation rates”(Clements. 2012, p. 6). Thus, combining with results from previous research studies provided suggestions for further research investigations in

terms of ineffectual faculty to the institution's academic position at community colleges across the United States.

Research Question

A federal agenda has mandated that a plan be developed by each institution to reform community colleges across the nation, providing all citizens with educational opportunity and challenging college officials to enhance instructional methodology on college campuses towards increasing student completion rates (American Association of Community Colleges, 2010). If community college student success lies within the realm of teacher alignment to the institution's academic position, "we have to ensure that teacher educators are experts, professionals, and leaders of the highest caliber who wield a great deal of influence" on students' academic achievements (Shagrir, 2010, p. 47). This need for teacher alignment leads to measure if the faculty members at the community college under investigation are equipped to meet this reform requirement.

This qualitative intrinsic case study inquiry will address the following research questions:

1. In what ways do college instructors describe their classroom style as successful or unsuccessful?
2. What strategies do instructors perceive to be effective in the classroom?
3. In what ways do college instructors find professional learning opportunities to be beneficial to aid the learning process?

This qualitative intrinsic case study employed a semi structured survey utilizing a Likert-type scale “using fixed choice responses” (McLeod, 2008, p. 1). A qualitative survey was submitted through the email process, followed by individual in-depth interviews with each participant to investigate current college faculty members and their difficulty with implementation of new instructional strategies to the institution’s academic mission. Email survey and interview questions are included in Appendices C and D.

Population, Sample and Context

Purposeful sampling was used to select participants for this study. The participants were chosen based on voluntary participation. According to Merriam (2009), purposeful sampling assumes the researcher desires to discover, comprehend, and increase their awareness of the investigated phenomenon. Creswell (2007) affirmed that this sampling strategy permits the investigator to select the participants and site location for the research study; however, the purpose of an intrinsic case study is to “conduct an in-depth exploration of a bounded system based on extensive data collection;” the selected sample size is based on achieved knowledge, not on magnitude (Creswell, 2007, p. 465).

Therefore, for the purpose of this study, 6 part-time and 2 full-time faculty participants were chosen based on voluntary participation (Creswell, 2007) gained and selected through email communication, as faculty and staff email addresses were accessible through the community college database. Additionally, approval from the Walden Institutional Review Board (approval number 05-14-14-0195493; Appendix B)

and the Institutional Effective Officer (Appendix C) at the local community college was received prior to data collection to ensure the protection of the participating faculty on campus. Email participation invitations were initially sent out to the entire college campus faculty members; if more volunteers were needed, additional invitations were emailed 10 days later. Invitation and consent forms are included in Appendices D and E. Faculty participants were equally selected on a volunteer basis; part-time and full-time academic positions based on a minimum of 2 years on-campus teaching experience. As a part-time faculty member at the community college, my interaction with other part-time, full-time, and supervisory staff is limited due to academic scheduling. Although I am currently employed at the research site, due to perceived personal bias and interaction with any participant, I do not currently hold any supervisory relationships with any participant, and I invited participants from other academic departments on campus who I do not currently interact with. I maintained a professional researcher-participant relationship during the duration of this study.

Ethical Considerations

Driscoll and Brizee (2012) affirmed that important factors of ethical research practice is to clarify the intent of the study to potential participants, express voluntary participation, and obtain written permission of all participants and research site authorities prior to conducting the study. All research qualifications received prior review by the dissertation committee and Walden University's Institutional Review Board to guarantee ethical considerations were accounted for attaining permission to conduct the research study. I also obtained a web-based certification from The National Institutes of

Health (NIH) Office of Extramural Research to ensure the protection of human research participants (Appendix F). Additionally, approval from the Institutional Review Board and the Institutional Effective Officer at the local community college was received prior to data collection to ensure the protection of the participating faculty on campus. Upon IRB authorization, in acquiring access to the faculty, invitations summarizing the investigation and informed consent documents were distributed via email to obtain consent of each faculty participant. The rights of the research participants were protected throughout each stage of the entire investigative study including collecting, analyzing, and interpreting the data. Any information the participants provided will be kept confidential. I did not use participants' personal information for any purposes during this research project. Moreover, I did not include the participants' names or any identifying information in this study. All data will be kept secure. Returned and completed survey/questionnaires were saved in a computer-based file that is password protected and known only to me. Interview tapes and documents are secured in a locked file box to ensure confidentiality of participants. Additionally, participants' names or any other identifying information were not included in any reports of the study. Data will be kept for a period of at least 5 years, as required by the university.

Data Collection

Data collection for this study employed a qualitative semi-structured survey utilizing a Likert-type scale, "using fixed choice responses" (McLeod, 2008, p.1), and an interview questionnaire containing open-ended questions. A qualitative survey (Appendix G) was submitted through email to the participating full-time and part-time faculties,

followed by individual interviews conducted with 8 responding participants (Appendix H). As described by Merriam (2009), these techniques consist of “a process in which a researcher and participant engage in a conversation focused on questions related to a research study” (p. 87). This process is a primary data collection method associated with empirical case study inquiries. These data collection methods were selected to generate rich and thick descriptive data.

The initial data collection process was conducted via email. I distributed invitations summarizing the investigation, and informed consent documents to the entire full-time and part-time faculty members on campus, seeking an equal ratio of 8 to 12 part-time and full-time faculty (Creswell, 2007). The selections of participants were chosen on a voluntary basis to obtain an equal ratio. Upon acceptance and obtained consent, surveys utilizing a self-developed Likert-type scale “using fixed choice responses” (McLeod, 2008, p. 1) were disseminated on an individual basis with acceptable response time provided. Avoiding interview bias, Creswell (2009) affirms the intent of internet-based dialogue is to acquire personal perceptions of the participant, in addition, assist in eliminating potential bias of researcher’s presence.

Lastly, individual in-depth interviews were conducted with the 8 participants to respond to the emailed survey. Interviews were scheduled with the participants to obtain a wealth of information and enlighten viewpoints in a short amount of time (Mack, Woodsong, MacQueen, Guest, & Namey, 2012). Individual interviews were scheduled and conducted at a mutual location on campus with the participants for an estimated time frame of 30-45 minutes. Data was collected through semi-structured interview questions,

documenting non-verbal cues and important content for further analysis; additionally, the interviews were tape recorded and later transcribed (Appendix I) and coded by the researcher into relative emerging themes.

According to Valenzuela and Shrivastava (2010), follow-up interviews are a valuable method of data collection for a qualitative study; rapid investigations to further explore and develop a conclusive understanding of a previously conducted questionnaire/survey. Returned and completed questionnaires are saved in a computer-based file with a password key. Interview tapes and documents are secured in a locked file box to ensure confidentiality of participants. According to Lodico, Spaulding, and Voegtler (2010), computerized data should be backed up and secured in a locked file box for a minimum of five years to ensure confidentiality of participants and possible technology issues and loss of data. Data was reviewed, explored, and coded to begin the data analysis process.

Role of the Researcher

I am an adjunct instructor at the community college where the investigative study took place. I conducted this study as part of my doctoral requirements at Walden University. As a part-time faculty member at the community college, my interaction with other part-time, full-time, and supervisory staff was limited due to academic scheduling. Although I am currently employed at the research site, due to perceived personal bias and interaction with any participant, I do not currently hold any supervisory relationships with any participant, and I invited participants from other academic departments on campus that I do not currently interact with.

My desire to investigate increasing faculty effectiveness arose as the community college graduation rates decreased. While pursuing my investigation I discovered that, according to American Association of Community Colleges (2009), a federal Call to Action was mandated to reform community colleges across the nation, challenging college officials to enhance instructional methodology on college campuses towards increasing student completion rates. President Obama, while delivering a speech at Michigan Community College, expressed his concern for all Americans to be provided with the essential educational skills and knowledge that would assist one to contend in today's global economy (The White House, 2009). In providing equal educational opportunities to all, I wish to aid in addressing the preponderance of aligning faculty effectiveness by supplying instructional strategy awareness, and conceivably increasing the effectiveness of professional development programs at the community college level.

Data Analysis

Data analysis is, unquestionably, the most multifaceted phase of all stages in a qualitative study (Thorne, 2000). Data analysis describes how an investigation revolves throughout the data collected process. Throughout this practice, "making sense of massive amounts of data" can be a challenging process when dealing with qualitative analysis (LaFrance, 2008, p. 89; Giles, 2009, p. 68). However, "the goal of analysis is to understand core concepts and to discover themes that describe the world you have examined" (LaFrance, 2008, p. 89; Rubin & Rubin, 2005, p. 245). Moustakas (1994) signifies the importance with regards to all relevant statements made by the participants; identifying shared themes are used to support a rich depiction of the phenomenon;

subsequently, he concludes his analysis with integrating quality and structure to develop an essence of the experience.

To begin the data analysis process for this qualitative intrinsic case study, each participant was assigned an alphabetical letter to provide confidentiality of the data composed through a qualitative semi-structured survey utilizing a Likert-type scale “using fixed choice responses” (McLeod, 2008, p.1) , and individual in-depth interviews. The data was collected, transcribed, reviewed for similarities and differences, then recorded utilizing Apple and Microsoft applications for coding purposes.

The qualitative semi-structured survey utilizing a Likert-type scale “using fixed choice responses” (McLeod, 2008, p. 1) consisted of 14 instructional strategy related questions such as:

1. Are you presently using instructional strategies in the classroom? (e.g., lectures, group work, Power point, etc. }
2. What instructional strategies do you use in the classroom?
3. How do you perceive these strategies to be effective in the classroom?
4. What supplemental tools do you use in the classroom?
5. How do you perceive these supplemental tools to be effective in aiding the learning process?
6. What do you consider to be your teaching style?
7. How do you as an instructor perceive the effectiveness of instructional strategies used in the classroom?
8. What instructional concerns do you have?

9. How do instructors alleviate these instructional concerns?
10. What on-campus professional learning opportunities are made available to you as an instructor?
11. How beneficial are the on-campus professional learning opportunities made available for instructors?
12. Have you implemented any instructional strategies learned?
13. How have you implemented instructional strategies learned?
14. Can the existing professional learning opportunities be improved to help you as an instructor?

The participant responses were tabulated on a five-point Likert-type scale to determine the level of conformity. The data collected was utilized to compare and contrast faculty perceptions on instructional strategies employed in a classroom environment. The findings for this survey were determined by tabulating, examining, and categorizing the participating faculty responses. The results were as follows:

1. Instructors are using instructional strategies in the classroom.
2. The instructors are using mainly lecture and group work.
3. Instructors perceive these strategies to be effective.
4. Instructors are using the chalkboard as a supplemental tool in the classroom.
5. Instructors perceive this supplemental tool to be effective.
6. Majority of instructors consider lecture to be their teaching style.
7. Instructors perceive this teaching style to be effective.

8. Instructors have instructional concerns in the area of instructional training and student learning styles.
9. Instructors alleviate their instructional concerns by reassessing one self.
10. Instructors state that professional development opportunities are made available to them through workshops and online resources.
11. Instructors believe the professional learning opportunities made available to them are moderately beneficial.
12. Instructors stated neutral in implementing instructional strategies learned through professional development.
13. Instructors state they implemented professional development instructional strategies through new topics of discussion.
14. Instructors agree that the existing professional development opportunities can be improved.

By analyzing the responses from the qualitative semi-structured survey, and individual in-depth interviews, I was able to identify faculty's instructional concerns and desires for professional learning opportunities through an open coding process.

Throughout the coding process, I utilized an open coding format in documenting the exact words spoken of each participant, identifying useful data through an objective mind set. After identifying and assigning codes, through the process of axial coding I began to refine and group the identified data to construct relative categories. Then, to conclude the coding process, in grouping comparative categories, I conducted a selective coding practice whereas the similarities and differences of the data were determined and

formulated emerging themes within the retained responses. Hatch (2002) affirms the process of coding permits the researcher to “organize and interrogate the data in ways that allows her to see patterns, identify themes, discover relationships, develop explanation, make interpretations, and generate theories (p. 148)”. Additionally, Lodico, Spaulding & Voegtle (2010) depict themes as “major, reoccurring issues, or concepts researchers use to summarize interpretations of data” (p. 28). In utilizing this data analysis method, I was provided with the ability to evaluate and interpret the qualitative data, allowing for the development of three emerging themes.

Theme 1: Technology in the Classroom

According to The Office of Technology Assessment (1995) and Trotter (1999), implementing the use of technology in a college classroom, becoming knowledgeable and self-confident to integrate technology effectively and successfully is an important quality in the role of a college professor. As the use of technology continually advances, college instructors need to be provided with the necessary resources to not only become knowledgeable themselves, but supplied with adequate training in order to facilitate to students.

Participants in this study conclusively stated they are using instructional strategies in the classroom; however, mainly facilitating through the use of lectures and group work. Many faculties responded to the survey referencing the chalkboard as their supplemental tool used within the classroom to teach with regards to many different student learning styles. As one would consider a college educator to be knowledgeable in the use of a classroom computer, a basic television, or overhead projector; faculty is

communicating instructional concerns in these areas of instructional training. Participant H stated, “You really have to be aware of the students in your class and what they respond to. You have to be able to think about how particular strategies your using are effective for both the material your presenting, and the population you have in that class at the moment.” In addition, participant G stated, “by engaging in differentiated instruction so that the learning styles and strategies of their students in class are met, and so they do not teach just to one type of learning style. It’s important that you integrate your strategies in terms of individual group, whole classroom discussions, projects, etc, that meet students needs. Therefore, I think you will see students being persistent and wanting to come back to the class and learn.”

Although faculty perceives these utilized teaching strategies to be effective, they also believe there are many areas of technology that could assist in enhancing their instructional ability. Participant B stated, “I would like to learn more about the technology that’s available in the classrooms, like the smart boards and things like that so I can make proper use of it. It’s a technological age and I need to be prepared as an instructor to help those students with the technology as well”.

Participant C stated, “I would like to learn Excel in technology”.

Participant D stated, “I’m all in favor of technology, but to just make sure we implement it to the best of our ability. I would like to find out how we can combine video, visual along with verbal stuff, to explain something. Please teach me how to do that. I want to be prepared to use instructional strategies, the fundamental concept, learning goal we are working towards.”

Theme 2: Flipping the Classroom/Online Engagement

The participants believe that incorporating a flipped classroom technique will further enhance their instructional strategies to increase student achievement. According to Cornell University's Center for Teaching Excellence (2014), flipping the classroom is a collaborative learning environment integrated with technology based learning activities focusing more towards student centered style of learning. During the interview process, focusing on student achievement, faculty described successful class instruction as active student engagement. For example, Participant D defines active engagement as, "one in which you can see that ah-ha moment where their actively engaged and were puzzled, and now their feeling more comfortable and able to do something they weren't able to do before." Furthermore, the participants shared their personal perspectives and reasoning behind their desire for learning supplemental technological instructional strategies. Participant C stated, "I would like to learn the upcoming Angel in technology."

Participant E stated, "Using various forms of online instruction to encourage my students writing, to get more feedback on their writings, and to see if that will encourage them better with peers reading also. A flip class approach where students can also read a lecture online before class and being prepared to discuss in class."

Participant F stated, "I would like to learn more about experiential learning; how to apply theories and concepts outside the classroom."

Participant G stated, "I'm very interested in flip classroom right now that's just come up."

Participant H stated, “I’m trying to use more of the online things, getting the students to be able to work with that and help design what they are doing a little bit more. I’m trying to get them engaged with something they can do at home, on the computer, is theirs, instead of just me talking at them.”

Research portrays technology as a guide for assisting instructors by enhancing communication with students and affirms that technology can be an improvement to instructional delivery; however, regardless of the type of professional learning opportunities made available to instructors, provides an opportunity to potentially learn something they didn’t previously know.

Theme 3: Professional Learning Opportunities

Community colleges have become the channel for obtaining an education; however, the quality of a community college education is directly allied to the instructional ability of the facilitating faculty (Bryck, 2010). In response to the qualitative survey and interview questions, the faculty participants believe that the professional development opportunities made available to them through workshops and online resources are moderately beneficial. Besides just offering professional learning opportunities to enhance instructional strategies of instructors, participant G stated and believes instructors must “model the behavior that they expect from their students”. In correspondence, participant D stated, as an instructor, “you must communicate your own passion for learning to them. You can call yourself a nerd, but you can explain to them that what an essential part of your life it was to you. You may not convince them, but you can certainly describe how it changed your life forever”.

The faculty participants believe that in order to enhance their instructional strategies and become skilled at implementing different learning techniques in the classroom, faculty agree in stating college officials need to incorporate professional learning communities that meet their desired needs. Participant A stated, “I would really love to learn more on how to motivate students, because if I can motivate them, I can show them the world. How do you get them out of the mindset of ‘what do I need this for?’”

Participant B stated, “I don’t know everything. I always want to learn. I have a lot I need to learn, still”.

Participant C stated, “I would like to be able to mirror or shadow other instructors to find out how they teach in their classes and the syllabus that they use.”

Participant D stated, “Things change, we forget things, and need to be updated. “

Participant E stated, “If workshops and webinars were more available, posted more on the website to be participated and viewed by instructors on their own time. In a sense, let us flip the instruction workshop so we can view the material ahead. There are classes that I couldn’t make it to because of my own schedule. A majority of instructors are part-time and instructors have other commitments off-campus and it is a nightmare to schedule anything.”

Participant F stated, “You can rely upon those theories and then draw from them, implementing those strategies in your classroom.”

Participant H stated, “I don’t have a chance to take part in professional learning opportunities.”

In summary, the above emerging themes are representative of the data collected from the qualitative semi-structured survey and individual in-depth interviews. As the purpose of this study was to gain an inclusive understanding of the perceptions of current faculty members and the instructional methodologies used to facilitate and promote the persistence and retention of enrolled college students. Furthermore, the participating faculty was given the opportunity to voice their personal perspectives, and their responses signify an educational approach to establishing additional professional learning opportunities could be an imperative step towards increasing instructional awareness and enhancing student achievement rates at the community college level.

As a researcher, I conducted this study in a professional manner. I ethically collected and analyzed the data and interpreted the results. To ensure the validity of the study, I increased the accuracy through a process referred to as triangulation; “by corroborating evidence from different individuals (e.g., part time and full time faculty members) and methods of data collection (e.g., survey utilizing a Likert-type scale and in-depth individual interviews)” (Creswell, 2007, p. 259). I presented the transcript of each individual’s interview to available participants for accuracy, better known as member checking. As depicted by Guba & Lincoln (1989) it is the “most critical technique for establishing credibility” in a qualitative study (p. 314). To ensure reliability of the study, alternate forms of reliability were administered to each participant; a survey

utilizing a Likert-type scale and in-depth interview questions containing relative content and assess equivalent variables (Creswell, 2007).

Throughout the process of data analysis, researchers could possibly face the situation of a discrepant case. Fielding (1988) defines a discrepant case as any collected data that redefines and/or reformulates the hypothesis of the conducted study. Maxwell (2012) states, “you need to rigorously examine both the supporting and discrepant data to assess whether it is more plausible to retain or modify the conclusion” (p. 102). To ensure validity of the study, incorporating member checking identifies accuracy and eliminates personal bias. According to Maxwell (2012), dealing with “difficult cases, the best you may be able to do is to report the discrepant evidence and allow readers to evaluate this and draw their own conclusions” (p. 102).

Assumptions

This study assumes that all participants willingly participated in the study and provided candid comments and information in response to the projected interview questions. This study assumes that the confidentiality of the participants is assured as to guarantee the faculty member’s privacy in providing truthful and straightforward responses throughout their participation in the study. It is also assumed that the researcher was provided with adequate time to conduct the study and accurately present the findings.

Scope and Delimitations

The purpose of this study was to investigate increasing faculty effectiveness aligning with the institution’s core mission and to advise a professional development

policy and/or professional learning opportunities for college faculty to enhance their instructional abilities. This study may bring forth social change within the community college environment contributing data that could be utilized in implementing a professional development growth policy plan. This investigation was delimited to faculty within a single community college in upstate New York. The faculty participants invited to volunteer within this study consisted of part-time, full-time, and online college instructors. Invitation and consent forms are included in Appendices A & B.

Limitations

In determining the reliability of the data collected, the researcher consciously understands the limitations of the study being conducted (Glesne, 2011). According to the University of South Carolina (2012), “all studies have limitations,” however, mainly the limitations discovered utilizing qualitative study procedures are representative of their natural influences (p. 11). This research study contains the following limitations:

1. This study is restricted to a single community college in upstate New York. For results to be generalized to other community colleges, additional research may need to be conducted.
2. The data collected and analyzed may be restricted due to the number of participants selected.
3. The research study may be subject to interpretation due to the preconception of the researcher.
4. The data collection and analysis may be restricted due to the researcher’s inexperience in conducting interviews.

Conclusion

Section 2 addressed the purpose of this study and the intent to investigate community college teaching staff and the problem of aligning faculty with the institution's core mission. Section 2 focused on the research design and investigative questions appropriate for utilizing a qualitative empirical case study approach. The population, sample, context, and ethical considerations were discussed, defining the participants and ensuring their protection throughout the entire research study. In addition, the data collection methods utilized a qualitative semi-structured survey utilizing a Likert-type scale "using fixed choice responses" (McLeod, 2008, p. 1). A qualitative survey was submitted through email process, followed by individual in-depth interviews conducted with 12 responding participants and analyzed. Email survey and interview questions are included in Appendices C & D. The validity and reliability of the findings are ensured through triangulation, member checking, alternate forms of reliability, and peer review. Section 2 also addressed the assumptions of the study, scope and delimitations, concluding with the limitations of the research project were discussed and defined. The remainder of the project study is divided into two sections: Section 3 will include a comprehensive explanation of the data collection and analysis; and Section 4 will provide a reflection and conclusion of the overall research study.

Section 3: The Project

Introduction

The intent of this qualitative intrinsic case study focused on exploring and examining the issue of aligning faculty effectiveness with the institution's core mission at an upstate New York community college. During the course of this study, eight part and full time faculty members currently employed at the college responded to semi structured surveys, followed by individual in-depth interviews. The focus of the surveys and interviews was to gain knowledge of perceptions and instructional strategies of current faculty to examine ways to “enrich the learning and teaching landscape by offering opportunities to enhance faculty, as well as establishing goals to enhance student learning and development, academic achievement, and provide innovative educational delivery” (The State University of New York, 2012, p. 1). Additionally, administering surveys and conducting interviews with the current faculty members provided the faculty with the opportunity to voice their personal thoughts and ideas on instructional training they believe would assist personally and academically in support of the entire campus community.

The purpose of this study was to gain an inclusive understanding of the perceptions of current faculty members and the instructional methodologies used to facilitate and promote the persistence and retention of enrolled college students. Furthermore, this study provided a gateway to instructional strategy awareness and presented the essential knowledge needed that could develop ongoing faculty

professional development to enhance instructional strategies and support students in their degree completion.

Through the analysis process, data revealed that instructors wanted to become more informed on technological forms of instruction, gaining knowledge in the areas of classroom technology including the following concepts: (a) PowerPoint, (b) Blackboard, (c) video, (d) online discussions, (e) blended learning, and (f) flipping the classroom. These themes and data were pooled and have been used to create a professional development workshop (Appendix A) for faculty facilitation at the upstate NY community college. This professional development training program will be presented to the college administration, addressing the preponderance of aligning faculty effectiveness by supplying instructional strategy awareness to college officials. In educating community college officials with new information regarding faculty alignment may potentially promote future implementation of professional development policies at the community college level.

Description and Goals

A federal Call to Action was mandated to reform community colleges across the nation, challenging college officials to enhance instructional methodology on college campuses towards increasing student completion rates; therefore, this study was designed to meet the need for teachers to have continual professional development that addresses pedagogical strategies and student diversity issues. According to the Strategic Plan 2013-2014, one of the learning objectives that graduates at the community college level should accomplish is the ability to “apply relevant knowledge, technology, and tools from the

academic disciplines in the contexts of personal, professional, and civic interactions, with sensitivity to diverse peoples and cultures” (p. 2). In contrast, Armstrong (2012) stated that college educators are “expected to decide... what is best for students and what learning tasks must be done and when” (p. 1). After conducting interviews with current faculty, the data reflected a concern for a lack of instructional strategies in the area of technology. Consecutively, referencing the Strategic Plan 2013-2014, technology is also a learning objective requirement of a graduating student at the upstate community college; therefore, developing a professional training workshop authenticates the need to enhance academic instruction and increase student success (The State University of New York, 2013).

A 3-day professional development training workshop was designed to provide instructors with supplemental instructional strategies in the area of technology. The initial goal of the training project was to design a training program that meets the instructional strategies of instructors in various course developments. The second goal was to establish effective instructor learning strategies. Through the use of multiple learning strategies in a face-to-face learning environment, I implemented a PowerPoint slide lecture and interactive videos, hands-on learning activities, informational handouts, and many class and group discussions to engage multiple learning styles. By incorporating multiple teaching strategies, I have provided instructors with knowledge gain and instructional development. The final goal for designing this project was having an opportunity to educate community college officials with new information that may help to enhance

instructional strategies of facilitating faculty and increase student achievement and completion rates.

Rationale

My desire to investigate increasing faculty effectiveness arose as the community college graduation rates decreased. While pursuing my study, I discovered that, according to American Association of Community Colleges (2009), a federal Call to Action was mandated to reform community colleges across the nation, challenging college officials to increase instructional methodology on college campuses towards enhancing student completion rates. This problem encouraged my aspiration to pursue an investigation on instructional strategies employed and strategies desired of current faculty.

In addressing the local problem, I conducted a qualitative intrinsic case study design by disseminating surveys and conducting individual in-depth interview with eight part and full-time faculty members currently employed at the college, later analyzing the data collected. The project for this study was selected to design a professional development training workshop, focusing on supplemental learning opportunities for college faculty to enhance their instructional methodology and potentially increase the achievement rate of students enrolled at the community college level. In conclusion of the research study, data revealed a need for professional learning opportunities to assist instructors in the area of technology training.

Review of the Literature

The review of literature that I explored relates to professional development applied as a training workshop to enhance the instructional strategies of facilitating

faculty to increase student achievement rates at the community college level. The literature reviewed was obtained through on-line data bases, such as *Educational Resource Information Center* (ERIC), and *Education Resource Complete*, using keyword searches. Additionally, Higher Education websites, dissertations, bibliographies, and peer recommendation provided many leads to supplemental information. The search terms included *instructional strategies of college faculty*, *enhancing student learning*, *technology used for instructional purposes*, *professional learning communities*, *professional training for educators*, *collaborative learning technique*, *learning with technology*, and *blended learning*. This review of literature elucidates the purpose of professional learning communities, instructional strategies, and educational technology.

Professional Learning Community

According to Zinser and Hanssen (2006) “a two-year college is a major contributor to higher education and has become the largest pipeline to postsecondary education in the United States” (p. 4). Bryck (2010) explained, although community colleges have become the channel for obtaining an education, the quality of a community college education is directly allied to the instructional ability of the facilitating faculty. Bryck, in addition, indicated that professional development is essential and influential to any type of educational reform.

Effective college instructors are the key to achieving student success (Office of Technology Assessment, 1995; Southern Regional Education Board, 2014; Trotter, 1999), and the prime goal of professional development is to enhance student learning and academic achievement (Speck, 1996). However, college communities are continually

challenged to develop effective professional learning to enhance instructional strategies of the instructors that meet the needs and abilities of the students (Donaldson, 2006, 2009). According to McLoughlin, (2012),

society views schools as a mechanism to promote a family and a community of learners, educators will be urged to work together to improve their teaching skills and student learning; involvement in shared decision-making and a shared common vision of what the school should be and the direction of where it is headed are expected of the teachers. (p. 51)

The key stakeholders at the community college need to come together and determine what is best for the entire campus community. Discovering and developing ways to implement effective and successful teaching and learning is and will be an ongoing challenge at the college level; however, college educators are challenged on the forefront with student success on a daily basis.

An educational approach to increase student achievement at the collegiate level would be to provide professional learning opportunities that will enhance instructional strategies. According to a recent study by Fugate and Amey (2000), there is an immediate demand and need for professional learning opportunities for faculty who are hired to teach lacking proper instructional ability. Faculty members believe acquiring the essential instructional skills is beneficial prior to assignment of a facilitating position, as this insufficient knowledge and ability has a negative impact on student learning (Kozeracki, 2005). In addition, Morthland (2010) alleged that statistically, “part-time instructors account for nearly 67% of the faculty at the community college level; but the literature

indicates this faculty often lacks the necessary curriculum development, instructional, and assessment skills to adequately address the needs of the students in general and the newly displaced adult learner in particular” (p. 2). Kember et al. (2001) stated that “many teachers of adults have little, if any, familiarity with the specialized literature on adult teaching and learning” (p. 393). Accordingly, Langer (2000, 2001) stated that schools with a high faculty participation in professional development leads to higher success rates of enrolled students, and professional learning opportunities aide instructors with various educational tools, such as instructional strategies, curriculum knowledge, and improving student learning outcomes (Lambert et al., 2002).

Professional learning opportunities are increasing in college communities across the nation (Brownell, Griffin, Leko, & Stephens, 2011; Crafton & Kaiser, 2011; Llamas, 2011). Kougioumtzis and Patricksson (2009) stated that professional development is proving to be an effective method for instructors to share experiences, generate new ideas, improves the campus community, and promote students success (as cited in Wilkins, Shin, & Ainsworth, 2009). According to Knowles (1980), it is imperative to have guided training instruction for adult learners who teach and education for instructors to adopt new teaching strategies for facilitating adult learners in the classroom and college environment. In order for instructors to enhance their instructional strategies and become skilled at implementing different learning techniques in the classroom, college officials need to incorporate professional learning communities that meet the desired needs of the instructors. At the community college level of education, instructors are faced with different types of student learning styles as students enrolling migrate from

many educationally diverse environments. Instructors should continually participate in professional learning opportunities to keep updated on supplemental instructional strategies to maintain the ability to connect to these different learning styles and meet the educational needs of their students (Darling-Hammond & McLaughlin, 2011; DuFour, 2007; Papinczak, Tunny, & Young, 2009; Salazar, Aguirre-Monoz, Fox, & Nuanez-Lucas, 2010; Wells & Keane, 2008).

Educational Technology

According to Larson et al. (2002), the use of instructional technology to supplement other instructional strategies in a classroom environment has become imperative towards ensuring student success (as cited in Roblyer, 2006; Tomei, 2002; Valmont, 2003). According to Isaeva (2007), an instructor's competencies are viewed as

a unique system of the individual's professional and personal knowledge, abilities, and qualities, all combined with an attitude of human values toward other people, with a creative approach to work, a constant striving toward personal and professional improvement, to be utilized in order to master pedagogical situations, and in the process to create new aims of activity, phenomena, and objects of culture that make it possible to achieve new quality in social relations. (p. 35)

Conversely, instructors are lacking the necessary skills and ability to incorporate multiple teaching techniques, specifically the knowledge and capability to implement technology within their classroom instruction (Sandford, Belcher, & Frisbee, 2007). According to Ediger (1999), in implementing effective learning environments using

technology, instructors should be required to attend professional learning that will assist to increase their critical and elevated thinking skills to help in student achievement in a multiple instruction classroom (Galbraith & Shedd, 1990; Wallin & Smith, 2005). David (1996) concurred and clarified in stating that technological professional development should be a mandated principle for all facilitating faculty at the college level in order to establish a valuable understanding of technology and its educational principles to effectively facilitate in student learning and success.

As the use of a basic classroom computer used to be enough in the educational environment, students' use of technology has greatly increased over the past decade with the development of technological devices such as tablets and cell phones. According to North Central Regional Educational Laboratory & Illinois State Board of Education (1998), as technology transforms society, educational institutions, educators, and community leaders are left without an option to incorporate technology and instead must construct a plan on how to implement to enhance student learning. Roblyer (2006) added that as we live in an ever-changing world of technology, we need to refer to technology as an avenue for enhancing instruction, assisting students with communication and understanding. The Office of Educational Technology (1994) referred to incorporating technology into an academic plan as an instrument for developing and transforming the educational spectrum. According to Roblyer (2006), "it almost goes without saying that without adequate knowledge or skills in technology, the professor is in peril when it comes to preparation for utilizing today's 'smart classroom'" (p. 5). Bartlett (2002) confirmed this idea, stating that community colleges will continually be responsible to educate and

prepare students for current and future educational and career path training. Therefore, in developing an educational technology plan, the focus needs to remain on the application. An effective plan should demonstrate the abilities of the instructors and students; how they together can meet the learning objectives of the course.

Bedgood et al. (2010) quoted Johnson and Johnson (1989) to refer to various learning outcomes with incorporating multiple teaching strategies within a classroom environment. A few suggested outcomes include

1. Higher achievement and increased retention,
2. Increase in higher-level reasoning, deeper-level understanding, and critical thinking,
3. Increased time on tasks and less disruptive behavior,
4. Greater achievement motivation and intrinsic motivation to learn,
5. Greater ability to view situations from others' perspectives and greater social support,
6. Improved positive attitudes towards subject areas, learning, and school,
7. More positive self-esteem based on basic self-acceptance, and
8. Greater social competencies. (p. 11)

According to Schiller (2010), the above mentioned learning outcomes prove by incorporating multiple teaching strategies, promotes a learner-centered style of teaching in stating, “students are no longer passive receivers of knowledge; but “active participants in learning and co-constructors of knowledge” (p. 369). Conversely, Hightower (2014) states, “learner-centered learning gives the power of learning back to

the students and enables them to make decisions and share with the class in a collaborative manner; providing them the freedom to learn and explore concepts” (p. 67). Therefore, instructors’ need to become fearless with incorporating technology and value the opportunities it has to offer (Guhlin, 1996).

Technology

According to Reese (1994), incorporating technology into class instruction is considered a learner-centered style of teaching and a collaborative learning approach; which results “of faculty who empower their learners to take responsibility for their own learning; and, where success in the classroom is perceived to be a mutual process of exploring relevant content” (p. 25). MacKlem (2006) endorses Reese (1994) in defining the basic lecture style of teaching as an inefficient form of instruction for transmitting information and student topic oriented understanding; however, Lei (2007) states instructors are still relying on this form of instructional methodology to teach their students, particularly part-time faculty. As a majority of part-time instructors hold other responsibilities outside of the college classroom, although knowledgeable of the subject content, many may have not received formal instructional training to teach to different student learning styles (Reese, 1994; Selman & Wilmoth, 1986; Wallin, 2003). Galbraith and Shedd (1990) discovered that regardless of the multiple teaching strategies that are beneficial to a student’s learning and college success, many community college educators are continuing to instruct their students in a teacher-centered style of learning manner; teaching in a way they would like to learn, not focusing on the students needs. Reese (1994) states that college instructors, in an ever-changing world of technology, need to

become knowledgeable of modern technology tools and ability to incorporate technological methodology in their classrooms that will prepare them for continuing educational goals and career readiness. Bartlett (2002) concludes college educators need not only be proficient in their area of expertise, but dexterous in the ability to incorporating multiple technological teaching strategies to promote student success.

Grant (n.d.) defines professional development with incorporating the use of technology as:

Professional development...goes beyond the term 'training' with its implications of learning skills, and encompasses a definition that includes formal and informal means of helping teachers not only learn new skills but also develop new insight into pedagogy and their own practice, and explore new or advanced understandings of content and resources; [This] definition of professional development includes support for teachers as they encounter the challenges that come with putting into practice their evolving understandings about the use of technology to support inquiry-based learning...Current technologies offer resources to meet these challenges and provide teachers with a cluster of supports that help them continue to grow in their professional skills, understandings, and interests. (p.1)

Incorporating technology in classroom learning, according to a study conducted by Granberg (2000), fosters student's learning experience and understanding of academic work. Granberg expresses the importance of discussions, video and audio use, and basic internet usage provides students with an opportunity to explore technological applications

and apply them in their everyday learning, inside and outside of the classroom. After conducting my study, the data revealed that instructors are lacking the knowledge and support of technological methodology training they deem necessary for conducting a successful classroom environment to promote student success. Research states, according to Brand (1997), college instructors should have a say when it comes to professional development opportunities to enhance instructional strategies, as educators are at the center of success when it comes to the community college environment (Drago-Severson & Pinto, 2006; Glasser, 1999; Lauer & Matthews, 2007; Leech & Fulton, 2008; Lowden, 2006; Lucillo, 2009; Lynd-Balta, et al., 2006; McCarthy, 2006; O'Hara & Pritchard, 2008). The professional development technology training workshop that I developed provides technological information on the following concepts:

PowerPoint

According to TSCPL (2003), PowerPoint is a comprehensive graphics package that provides you with the essential tools to produce a professional presentation; includes a word processor, graphing ability, and management devices that are fundamentally easy to learn and utilize. PowerPoint is a supplemental tool that instructors can use to incorporate different learning activities such as to present and reinforce learned information, encourage and promote classroom discussions, and allows students to organize their own learning theory (Clark, 2008; Cornell University's Center for Teaching Excellence, 2014).

Blackboard

According to California Polytechnic State University (2013), Blackboard is a technology tool that permits instructors to supplement educational resources to students online; including audios, videos, PowerPoint, and other supplemental instructional sources created and uploaded into Blackboard. Online forums facilitate communication, assist in organizing course materials, and can be student accessed 24/7, providing students with a flexible learning schedule (Higdon & Topaz, 2009; Nilson, 2010). Higdon & Topaz (2009) also refer to Blackboard as an online community that assists students with communicating, while expressing their own thoughts and ideas.

Video

According to The American Heritage dictionary of the English language, video is defined as “relating to videotaped productions or videotaped equipment and technology” (2000, p. 1917). Poonati & Amadia (2010) explain how videos assist in engaging students by inspiring interests and bring forth shared experiences. Choi & Johnson (2007) elaborate on how video technology is reaching out to people of all ages; particularly college students, to assist with increasing their understanding and retention of information (Barford & Weston, 1997). The use of video technology in the classroom is an excellent supplemental instruction to relate educational learning to real-world situations, in having the ability to unite course subject matter outside of the educational environment (Sherer & Shea, 2011). The use of video technology was implemented into the professional development training workshop to provide trainee participants examples and clarification of the presented concepts (Flipped Learning Network, 2013; Flipped

Learning Network, 2013; Flipped Learning Network, 2013; Goodwill Community Foundation, 2014; Goodwill Community Foundation, 2014; It's learning, 2013; Khan Academy, 2014; Khan Academy, 2014; Teaching Channel, 2014; The University of Texas at Austin, 2014).

Online Educational Discussions

According to Cornell University's Center for Teaching Excellence (2014), online discussions are a valuable source to engage students in dialogue through online course material. Christensen (1991) states

effective preparation for discussion classes takes more time, because instructors must consider not only what they will teach, but also who and how. And the classroom encounter consumes a great deal of energy; simultaneous attention to process (the flow of activities that make up a discussion) and content (the material discussed) requires emotional as well as intellectual engagement. . . . The discussion teacher is planner, host, moderator, devil's advocate, fellow-student, and judge-a potentially confusing set of roles. Even the most seasoned group leader must be content with uncertainty, because discussion teaching is the art of managing spontaneity. (p.1)

Online discussions, according to Granberg (2000) promote communication, increased understanding, generate ideas, and a way for students and teachers to connect outside of a classroom setting (Davis, 2009; Rovai, 2007). Students engage in online discussions through a leading question, an informational piece, or assessing the work of

another peer (Rovai, 2007). Discussion forums engage multiple learning styles, which channels to increased student achievement

Blended Learning/Flipping a Classroom

Blended learning is a combination of face-to-face classroom and online learning used to enhance student achievement (Bath & Bourke, 2010). Blended learning incorporates many supplemental teaching strategies with allows the instructor and student various ways to engage in the learning process (Garrison & Vaughan, 2008; University of Central Florida & American Association of State College and Universities, n.d.).

Incorporating blended learning within the classroom also provides an opportunity for students to enhance their technological skills; learning in the classroom and applying the technology techniques to their daily lives (Sands, 2002). An instructor, who incorporates blended learning within the classroom environment, promotes ease of adaptation to students who may possibly participate in an online course environment, or flipped-classroom design (University of Wisconsin Milwaukee, n.d.).

According to Cornell University's Center for Teaching Excellence (2014), "flipping the classroom is the process of replacing traditional lectures with more student centered learning strategies such as active learning, discussions, problem-based learning, and other forms of group work and peer instruction; whereas content delivery is moved outside of the classroom, for example, through videos, or pre-class readings"(p. 1). This form of instruction promotes student engagement through active learning and technology-based instructional strategies. As the supplemental teaching material engages students' critical and higher order thinking skills; the classroom promotes follow-up discussions

with primary focus on preparatory assignments (Crouch & Mazur, 2001; Deslaurier, Schelew, & Wieman, 2011). By integrating a flipped-classroom design not only provides students with a well-rounded learning experience, but assists in enhancing student achievement. In conclusion, the use of technology incorporated in a classroom lesson, according to Kaufman & Mohan (2009), is going to increase as the “opportunity to present itself is further developed and expands on these concepts” (p. 11).

Implementation

The project that I have designed is a three day professional development training workshop to provide instructors with supplemental educational instruction in the area of technology. This training program will be presented to the college administration, addressing the preponderance of aligning faculty effectiveness by supplying instructional strategy awareness to academic officials. In educating community college administrators with innovative information regarding faculty alignment may potentially support future implementation of professional development policies at the community college level. In the following sections, I will discuss prospective resources, existing supports, potential barriers, a proposal for implementation, and the roles and responsibilities of the researcher.

Potential Resources and Existing Supports

The fundamental resources for the success of this project include the Teacher’s Resource Center, financial resources, and the college administration. The current faculty has articulated their support and encouragement for implementation of this project. Conversely, according to the Strategic Plan 2013-2014, the community college mission

states, an upstate community college “provides a quality educational experience to a diverse population, offering all the opportunity to identify their potential and to realize life goals” (The State University of New York, 2013, p. 1). This mission continually supports all opportunities made available to the community college environment. This could be a critical statement for the success of project implementation.

Implementing this project requires support and assistance from many departments and administrators within the campus community. Planning of the project will be conducted through the Teacher’s Resource Center; the location where the majority of instructional and technological workshops take place for faculty training purposes. This project will require financial support of the college to conduct the workshop, entailing the financial cost of trainers and staff, depending on their employed position. Implementing this project requires a collaborative effort from numerous campus faculty and staff; however, the instructional value and increased student achievement will continually reward the entire community college environment academically.

Potential Barriers

In proposing any professional development workshop, there is always a possibility that the college administration may decline to implement the training program proposed. Although the faculty who participated in the study is anxious at an opportunity to gain knowledge in educational technology, college officials may not share the same reaction. The administration, due to this result, may possibly turn a shoulder to the proposed commendation of the researcher.

Proposal for Implementation and Timetable

Implementation of this professional development project should take less than four months to complete. I will schedule a conference for the upcoming spring semester with the college administration to present, in written format, the results of my investigation; furthermore, addressing the goals and learning objectives of the proposed project. If the project proposal is accepted by the administration, implementation should take place by the beginning of the fall semester.

Roles and Responsibilities of Student and Others

The role and responsibility of the researcher is to professionally present the professional development project to the community college officials. This presentation will include presenting the project, project goals, and learning objectives, collectively with the results of the investigation. In addition, a projected timetable for implementation will be discussed, as well as the potential financial obligations implicated with implementing the training project.

The role and responsibility of the community college officials is to review and reflect on the proposed professional development project. If the project is accepted, it will be forwarded to the Teacher's Resource Center for implementation.

Project Evaluation

The goal for designing this project is to provide supplemental instructional strategy training to facilitating faculty. An evaluation plan was not a requirement of the college administration; however, in providing an evaluation plan for the proposed professional development project provides the Teacher's Resource Center a definitive

way to measure the content and success of the training program. This formative and summative evaluation plan is designed to measure instructional learning outcomes of participating faculty, and determine potential changes in the design, content, and delivery of the training project. According to McLoughlin (2012), the “three important elements for effective feedback when one wants to find improvements are (a) acknowledgement of the desired goal, (b) facts about the present situation, and (c) some understanding of a solution to close the disparity between the two” (p. 63). The ultimate goal of this professional development training workshop is to make a positive social change on the community college campus. In having an opportunity to inform the key stakeholders of the community college with innovative information may assist to enhance instructional strategies of facilitating faculty and increase student achievement and completion rates. The key stakeholders for this project include the administration, faculty and staff, as well as the enrolled students.

Implications Including Social Change

Local Community

The importance of this project at the local level consists of many educational elements. After conducting this study, data revealed the need and desires of current faculty for professional development in the area of technology. Many of the faculty interviewed indicated their lack of instructional strategies in educational technology. Instructors believe the success of community colleges in an economy driven by technology needs to find ways to assist instructors in gaining and continually improving their knowledge and skills to educate students in a successful manner. In implementing

this professional development training project could assist instructors in attaining the desired knowledge and skills necessary to implement technological teaching strategies within their courses. The ability to incorporate this supplemental teaching strategy will supply students with an additional learning style, in addition, provide a well rounded educational learning experience. In adopting the professional development training project will benefit not only the facilitating faculty and enrolled students, but the success of the entire community college environment.

Far-Reaching

Unfortunately, the need of instructional strategy training to promote student success is more than just a problem at the local level. While conducting this study, interviewed faculty expressed their instructional concerns for the deficiency of professional learning opportunities made available to them as college educators. Some instructors shared a comparative perspective on other college communities where they had been previously employed. They believe the opportunities made available for instructional strategy training is going to be a constant battle for faculty at the community college level. As college educators, in an economy that has primarily grown to be driven by technological advances, the present communication transformations such as internet use and email has “given us an opportunity to not know everything” (Williams et al., 2008, p. 298). However, teachers lacking sufficient instructional ability could have a negative impact on a student’s learning needs. This professional development project could assist instructors with the desired technology training; promote educational success for enrolled students, making a positive change to community colleges across the nation.

Conclusion

Section 3 discussed the goals of the professional development project and a review of the literature. The goals were discussed to identify the concluding themes of the research study; as data revealed that professional development training can improve instructional effectiveness and increase student success by incorporating multiple teaching strategies (Protheroe, 2008; Tschannen-Moran, Hoy, & Hoy, 1998). The literature review comprised of sections on professional learning communities, instructional strategies, and educational technology.

Section 3 concluded with the implementation of the project, including subsections in the areas of potential resources and existing supports, potential barriers, role and responsibility of the researcher and others, project evaluation, and local and far-reaching implications for social change.

Section 4 encompasses a reflection and final conclusion of the entire project. This section also addresses the strengths and limitations of the project, a detailed analysis of the researcher as a scholar, practitioner, and project developer, concluding with the projects achievable implications for social change.

Section 4: Reflections and Conclusions

Introduction

The purpose of this qualitative intrinsic case study was to examine the perceptions of current faculty members and the instructional methodologies used to facilitate and promote the persistence and retention of enrolled college students. For this purpose, in Section 4, I will address my personal reflections of the strengths and weakness of the project. In addition, I will provide a self-analysis of my growth as a scholar, practitioner, and project developer. In conclusion to the research study, I will address the projects potential impact on social change, implications, applications, and suggestions for further research.

Project Strengths

The developed project study was established through the use of a qualitative semi-structured survey utilizing a Likert-type scale, “using fixed choice responses” (McLeod, 2008, p. 1). In addition, follow-up individual in-depth interviews were conducted with eight participants. The surveys were analyzed to create emerging themes. Incorporating open-ended interview questions allowed participants to voice their personal opinions, further elaborating on previous survey responses while being “engaged in a conversation focused on questions related to a research study” (Merriam, 2009, p. 87). McLoughlin (2012) quoted Janesick (2004) in stating, conducting interviews is “the most rewarding component of any qualitative project” (p. 71)

Recommendations for Remediation of Limitations

The weakness of this qualitative project study was the deficiency of participation from the full-time faculty at the community college. Although, according to Community College Spotlight (2013), community college teaching is instructed primarily by adjunct instructors, the lack of full-time faculty participation restricted the data collected and overall results of the study. As the instructional methodology of the full-time in comparison to the part-time faculty may differ, their desires for professional learning opportunities may deviate from the depicted emerging themes. According to the participants and data collected, faculty perceives professional development as a tool to enhance their instructional strategies and increase student achievement within the college community. A further investigation of full-time faculty may produce a different outcome. I believe if I had the possibly to conduct this study during a different time period, not interacting with finals and end of the semester responsibilities of college instructors, participation of full-time faculty may have increase, potentially yielding different results.

Scholarship

Conducting this qualitative project study has illustrated the true meaning of scholarship. As this entire process was a learning experience, not only did I discover more about myself on an educational level, but on an individual level as well. As an educator and a student, I have always held academics at a high level, setting goals and reaching to achieve them. Throughout my entire doctoral journey, my goal was set. I learned how to conduct research in a way that I had never conducted before. My ability to incorporate others' thoughts from a reference was always a challenge for me; however, I

achieved this obstacle. Speaking of hurdles, I encountered many throughout the entire study that I continually, yet successfully, accomplished with determination and perseverance. In addition, until I began this doctoral project study, I have to say I do not believe I actually understood the true meaning of academic discipline. I have sacrificed many moments of my life for the past 5 years, but the strength of mind and personal achievement kept me focused and on task. I have learned that scholarship takes focus, fortitude, and the drive to be successful. The knowledge I obtained from this project study I will carry with me throughout my entire life, as most of the knowledge in which I obtained cannot be found in an article or a book.

Project Development and Evaluation

Conducting this qualitative project study provided me with informative insight on an educational technique that could possibly assist in enhancing the instructional methodology of facilitating faculty and increase student achievement at the community college level. My desire to investigate increasing faculty effectiveness arose as the community college graduation rates decreased. As a college instructor with a true passion for education, my strengths lie within the ability to promote student learning and success. In having this opportunity to conduct a project study, I investigated and compiled the data to develop a professional development training workshop that will provide instructors with information on the use of supplemental teaching technologies.

Leadership and Change

As I look back on conducting this qualitative project study, I think about the obstacles and challenges that I encountered along the way; however, in the end, I

successfully achieved my educational goals. I now believe the sky is the limit to occupational success. I discovered an educational problem, conducted an investigation, and designed a successful solution. I am a leader. I educate, motivate, and encourage students on a daily basis to be successful students and follow their dreams. I have developed a professional development training workshop to assist, inspire, and support facilitating faculty in enhancing their instructional methodology. As long as the enthusiasm of the educator exists, elevated interests of others engage to promote a positive social change within the community college environment.

Analysis of Self as Scholar

Conducting this project study has inspired me in an educational way. The opportunity to engage in an on-line educational environment has motivated my educational ambitions. Having deficient knowledge and experience in on-line learning forums, I consistently encountered educational hindrances; however, these challenges continually tested my personal strength and perseverance, enriching my educational success. As an educator, I honor the opportunity to engage in different educational and supplemental learning designs.

Analysis of Self as Practitioner

As a practitioner, I have learned that I can portray who I am through the research I conduct. As I explored the problem of increasing faculty effectiveness with the institution's core mission, I was provided an opportunity to gain knowledge of perceptions and instructional strategies of current faculty members. I conducted qualitative surveys and individual interviews with each instructor, collecting data to

explore ways to “enrich the learning and teaching landscape by offering opportunities to enhance faculty, as well as establishing goals to enhance student learning and development, academic achievement, and provide innovative educational delivery” (The State University of New York, 2012, p. 1). Data revealed instructors’ desire for more learning opportunities for teaching with technology in a classroom environment.

As a college educator, I believe professional development opportunities need to be available to community college faculty. Incorporating professional learning communities that instructors’ desire could assist in creating a teaching and learning environment that will enhance instructional methodology in the college classroom and promote student success (Clements, 2012). In providing equal educational opportunities to all, students and faculty, I have designed a professional development training workshop for college instructors to support their desire to learn and teach with technology. I wish to aid in addressing the preponderance of aligning faculty effectiveness by supplying instructional strategy awareness and conceivably increasing the effectiveness of professional development programs at the community college level.

Analysis of Self as Project Developer

As a project developer, I acquired numerous educational tools that not only enhanced my personal knowledge of research and development but the ability to incorporate the learned skills within my professional career. Throughout the process of development, I became an expert at researching and evaluating scholarly resources and gained experience in collecting and analyzing data. I have had the opportunity to collaborate with the community college stakeholders, facilitating faculty, and other

supportive and research-directing professionals within the educational field. Acquiring these indispensable concepts throughout the developmental process has supplied me with the essential skills needed to put into practice the capacity to teach others, students and faculty, to successfully make a positive social change within the community college environment.

The Project's Potential Impact on Social Change

The purpose of this qualitative case study was to examine the perceptions of current faculty members and the instructional methodologies used to facilitate and promote the persistence and retention of enrolled college students. Conducting this project study provided me with informative insight on an educational technique that could possibly assist in enhancing the instructional methodology of facilitating faculty and increase student achievement at the community college level. As the overall objective of this study was to increase faculty effectiveness, I developed a professional development training workshop that has supplied me with the capacity to convey to college officials the significance of implementing new professional learning opportunities for facilitating faculty.

As a college instructor, I believe professional learning opportunities should to be available to community college faculty. Facilitating faculty need to be provided with resourceful and applicable learning opportunities to enhance their instructional strategies and obtain the ability to incorporate effective ideas within their classroom environments. In concluding this project study, data revealed faculty desires professional development for supplemental technological strategies in teaching. These results will provide not only

knowledge to the community college officials with new information regarding faculty alignment, they will assist college leaders in identifying and determining the types of professional development and areas of concern based on faculty perception and responses. This study will bring forth positive social change by educating and potentially promote future implementation of professional development policies at the community college level that will in the end provide direct intervention that offers learning opportunities and assistance to promote effective teaching and increase student achievement and completion rates.

Overall Reflection

Conducting this qualitative project study has been a rewarding educational experience. I completely understand the responsibilities, frustrations, and academic concerns of conducting scholarly work, although enduring these experiences have made me a stronger person. As a student and scholar, I faced many challenges and experienced the true meaning of being overwhelmed, but I continued to struggle, gripping the learning process and moving forward with resilience. I have learned that adjournment is not an acceptable option that focus needs to remain dynamic. As an educator, I will carry on this educational experience. I will incessantly encourage my students by reminding them that education is a lesson learned within its self, an exhilarating experience that endures many didactic challenges and real-world obstacles that they will overcome, as proceeding with perseverance is means to academic success.

Implications, Applications, and Directions for Future Research

Educators need professional learning opportunities to enhance and expand upon their current instructional methodology. The facilitating faculty, as the data revealed, agreed that professional development opportunities to enhance instructional strategies is essential for increasing student achievement. They honored the opportunity to share their perspectives and ideas, having a voice in an area of education that impacts the success of the entire campus community. Within the realm of the college environment, this practice will only come into effect with the assistance and approval of the community college's officials.

The development of a professional learning opportunity was formulated by the needs and desires of instructors within a single campus environment. As this learning opportunity will lend knowledge and instructional support to its current facilitating faculty, its implications and application could transpose to other community colleges across NY State. As this research project was designed to meet the needs and desires of instructing faculty at a single upstate NY community college, additional research may be needed for the results to be generalized to other community college's instructional needs. Therefore, depending on the current professional learning opportunities offered at other educational facilities, the developed workshop may be implemented in a fashion that meets their individual learning outcomes.

Conclusion

According to Section 4, this qualitative project study and literature review reveals professional development opportunities for facilitating faculty are imperative for student

achievement and community college success. Having the opportunity to collaborate with faculty and share their personal perceptions of instructional needs and desires supplied me with knowledge and the educational direction to develop a professional development training workshop that would directly enhance the instructional strategies they deem necessary for student success.

This section addressed my personal reflection of the project study's strengths and weaknesses. In addition, I provided a detailed analysis of myself as a research scholar, practitioner, and project developer, concluding with the project's achievable implications for social change and providing direction for future research.

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Appendix A: Enhance Your Instructional Strategies by Teaching With Technology

A Three Day Professional Development Training Workshop

Created By Lisa Antalek

Introduction

This professional development training workshop will take place at the upstate N.Y. community college campus and will assist instructors in personal and educational growth that addresses pedagogical strategies. College instructors are advisors and leaders that guide students throughout their academic achievements to become more self-perceptive and learn to identify their own success. The success of the community college lies upon the accomplishment of the students; therefore, enhancing the teaching strategies of the instructors, increases the learning value and academic achievement of the students.

Purpose

This three day Professional development workshop in the area of technology will assist college instructors with an opportunity to enhance their instructional strategies and increase student success. Based on the results of this study, data revealed that a professional development training project was imperative to educate instructors, and introduce a supplemental instruction with an educational technology focus. By utilizing technology based information, real-life video presentations, and critical thinking activities to develop the learning and teaching ambiance, instructors will acquire the essential skills to support multiple learning strategies. In addition to facilitating with new technological instructed strategies, educators will be trained on how to apply technology based learning in the classroom.

Target Audience

Full-time and part-time faculty at the upstate N.Y. community college is the intended audience for this professional development workshop. However, due the

nature of this training program, technology training could be beneficial to the entire campus community, including students and staff.

Timeline

This profession development training program will be presented to the key stakeholders of the community college. I will present the results of the research study and address the goals and learning objectives of the training project. In supplying new information to the college administration, instructional strategy awareness relevant to the teaching faculty, implementation of this project may potentially enhance the success of the entire community college environment.

Scope and Sequence

A detailed plan has been designed to implement this professional development project. The workshop is divided into three full days of training. A PowerPoint presentation outlines the workshop, incorporating interactive video presentations, and handout references, discussions, and activities. The scope and sequence is the daily workshop outlines for the entire training project.

Learning Outcomes

By closure of this technology training workshop, all participants should have gained knowledge in the following areas of technology, and be able to:

- Define Instructional Technology
 - Determine what type of classroom technology is beneficial

- Define PowerPoint
 - Identify why the use of PowerPoint is beneficial in an educational

environment

- Know how to integrate PowerPoint into the classroom
- Know how to create a PowerPoint presentation

- Define Blackboard
 - Understand why the use of blackboard is beneficial in an educational environment
 - Know how to develop an effective course using blackboard
 - Know how to access blackboard

- Define Video
 - Understand why we use videos for educational learning
 - Describe how videos are used for instructional purposes
 - Explain how video use makes an educational learning difference

- Define Online Educational Discussions
 - Understand why we use online educational discussions
 - Describe the benefits of online discussions

- Define Blended Learning
 - Know why we use blended learning in an educational environment
 - Identify whether or not blended learning for you

- Define 'Flipping the Classroom'
 - Describe the benefits of a flipped classroom
 - Describe the downsides of a flipped classroom

- Explain the role of technology
- Explain the role of the classroom
- Know how to flip a classroom

Workshop: Day 1 (Slides 1-33)

Topic: Enhance Your Instructional Strategies by Teaching with Technology

9:00-10:00 Welcome
Overview

Introductions
Today's Lesson

- Classroom Technology
- PowerPoint
- Blackboard

Warm-up Activity: Name Game

10:00-10:15 Break

10:15-12:00 Instructional Technology

- Define
- Video: Technology in the Classroom
- Classroom technology beneficial:
 - Course
 - Students
- Reflection & Questions

Learning to Use Instructional Technology

PowerPoint:

- Overview
- Define
- Why PowerPoint?
- Video: How to use PowerPoint

12:00-1:00 Lunch

1:00-2:00 PowerPoint:

- Integrating PowerPoint
- Video: How to Create a PowerPoint
- PowerPoint Practice
- Reflection & Questions

2:00-2:15 Break

2:15-3:45 Blackboard

- Overview
- Define
- Why Blackboard?
- Developing an Effective Course
- Blackboard Hand-out
- Open Discussion

3:45-4:00 Conclusion

Enhance your instructional strategies by Teaching with Technology

Workshop Day 1

Speaker Notes

Slide 1: Title Page:

Enhance Your Instructional Strategies by Teaching With Technology

Created by: Lisa Antalek

Slide 2:

Training Workshop Day 1

Slide 3:

Slide 3 provides an overview of the professional development training. The importance of a role of an instructor, as stated though research, as addressed, the professional development training workshop outlines the importance of this role by introducing new instructional strategies in technology, sharing ideas and providing direction for instructors towards enhancing student engagement and improving/increasing student achievement.

Slide 4:

Quote: “Helping schools to make the connection between teachers and technology may be one of the most important steps to making the most of the past, present, and future investments in educational technology and our children’s future” (Office of Technology Assessment, 1995, p. iii).

Slide 5:

Welcome! Thank you for coming. I believe you will find this training to be beneficial, not only to you, but to the success of your classes and students. As I was

designing this training, I thought long and hard to try to incorporate everything that instructors wanted to know and learn more about in the area of technology; facts and key factors that would assist their classes instruction as well as engaging their students.

Introductions:

- Self
- Instructors
- What is your educational background?
- What is your instructional background?
- What is your area of academic expertise?
- What is your teaching philosophy?

Slide 6:

In today's lesson we will cover the areas of educational technology that instructors are seeking to learn more about. These areas include:

- Introduction to 'Classroom Technology'
- PowerPoint
- Blackboard

Slide 7:

Warm-up Name Game

Let's learn the names of our fellow co-workers.

Slide 8:

What is instructional technology?

Research portrays technology as a guide for assisting instructors by enhancing communication with students and affirms that technology can be an improvement to instructional delivery.

However, “technology using professors never can be a force for improved education unless they are first and foremost informed, knowledgeable shapers of their craft” (Roblyer, 2006, p.5).

Slide 9:

Video: Technology in the Classroom (15:37)

Slide 10:

Therefore..... How do we determine what type of classroom technology is beneficial for the course being taught and the students enrolled?

Does anyone have any ideas they would like to share?

Slide 11:

We can determine what type of classroom technology is beneficial for the course being taught by examining:

Technology skills of the instructor:

What technology skills or abilities do you as an instructor possess? An instructor can incorporate many technological learning tools into the course; however, without having knowledge or training in the area of technology or the use of educational technology, depletes the benefit of technology use in the course.

Instructional need:

Evaluate the course

What is the best approach for teaching this class?

What instructional strategies will benefit the students?

Multiple teaching strategies:

Multiple teaching strategies promote course success

Incorporating instruction in various teaching strategies provides not only the course, but the instructor a well-rounded teaching experience.

Teaching using multiple teaching strategies supplies the capability to teach and connect with many student learning styles.

Time management:

How long is the course?

How many hours/days a week?

Planning lessons to meet not only the instructional needs of the class, but in a timely fashion

Goals and Objectives:

What are the learning objectives of the course?

What is the overall goal of the course?

Making sure these two important factors of the course are conclusive

Slide 12:

We can determine what type of classroom technology is beneficial for the students enrolled by examining:

Multiple learning strategies:

Multiple teaching strategies promote multiple learning strategies

Incorporating instruction in various teaching strategies supplies a well-rounded learning experience

Learning through multiple teaching strategies supplies the capability to connect with many student learning styles.

Enhances technology skills:

Providing multiple learning strategies assists in enhancing students technological skills; typing, critical thinking, collaboration, etc.

Understanding:

Technology learning provides students knowledge in the classroom and a connection in the real-world

Engagement:

Instructional strategies, regardless of the strategy executed, promote student engagement on some level

Educational technology allows a personal barrier for one that may fear face-to-face interaction

Communication:

Once again, educational technology allows a personal barrier for one that may fear face-to-face interaction

Knowledge gain:

Educational technology incorporated within a course allows the students to learn multiple concepts that are critical in the real world

Provides multiple educational experiences

Slide 13: Students

Slide 14:

Reflection and Questions

Slide 15:

Learning to use instructional technology

Slide 16:

The first educational technology tool we will be discussing today is PowerPoint.

- What is PowerPoint?

Define

- Why PowerPoint?

Why should we incorporate PowerPoint into our courses?

- Video presentation:

‘How to use PowerPoint’.

- Integrating PowerPoint into a course:

Steps to take and elements of a course to consider implementing

blackboard

- PowerPoint Practice Lesson

Slide 17:

What is PowerPoint?

According to TSCPL (2003), PowerPoint is a comprehensive graphics package that provides you with the essential tools to produce a professional presentation; includes a word processor, graphing ability, and management devices that are fundamentally easy to learn and utilize.

Slide 18: Why PowerPoint?

- Enhance Student engagement:

A teaching and learning tool: A tool that allows the student to design their own learning

- Hands-on practice
- ☐ Enhance Classroom instruction:
 - Students learn through visualizing
 - Hands-on practice
 - Multiple learning strategies incorporated in the classroom
- ☐ Increase awareness of important information:
 - Visualization
 - Easier to retain information
 - Learn by doing
- ☐ Ability to print speaker notes and outlines for class handouts:
 - Provides clarification

Slide 19:

Why PowerPoint?...cont.

- ☐ Integrate videos and graphics into teaching instruction:
 - Connects to multiple learning styles
 - Provides multiple teaching strategies
 - Understanding of information
- ☐ Ease of adaptation (Crossover to online class):
 - Gain technology skills
 - Understanding of software

Slide 20:

Video: How to use PowerPoint (4:49)

Slide 21:

Integrating PowerPoint into a course:

- Use as supplemental instruction

- Connect to a lesson or other instructional strategy

- Meet outcomes and goals of a course

- Additional learning style used to connect to student

- Integrate with interactive or hands- on activities for better understanding:

- Meeting different learning styles

- Gain additional knowledge

- Student engagement

- Interaction with peers

- Provide sufficient Q & A sessions:

- Provide direction and clarification

- Student understanding

- Optional PowerPoint presentation assignments:

- Use of educational technology teaching strategies

- Variety in the classroom

Slide 22:

Video: How to create a PowerPoint presentation (3:41)

Slide 23:

PowerPoint Practice

Hands-on learning

Slide 24:

Reflections and Questions

Slide 25:

The next instructional strategy we will discuss is Blackboard.

- What is Blackboard?

Define

- Why Blackboard?

Why should we, as instructors, implement Blackboard into our courses?

- Blackboard: Developing an effective course

Steps to take and elements of a course to consider implementing blackboard

- Blackboard Handout from TRC

(Teachers Resource Center)

Slide 26:

What is Blackboard?

According to California Polytechnic State University (2013), Blackboard is a technology tool that permits instructors to supplement educational resources to students online; including audios, videos, PowerPoint, and other supplemental instructional sources created and uploaded into Blackboard.

Slide 27:

Why Blackboard? Why should instructors incorporate the use of blackboard into their course?

- Enhances teaching:
 - Incorporates multiple teaching techniques
- Increases student learning:
 - Blended learning
 - Student understanding
- Adapts to multiple learning styles:
 - Important in the educational world
- Provides various content designs:
 - Provides students with multiple learning styles
 - Discussion, collaborate learning, Technology, etc.

Slide 28:

Why Blackboard?...Cont.

- Access study tools:
 - Access teacher notes and access documents
 - Permanent recording of continual class work
- Discussion tools for student engagement:
 - Peer support
 - Student comfort ability (non-face-to-face dialogue)

- Online grading system:

Continual grading system

Up to date progress

- 24/7 access: Flexibility

Slide 29:

How do we develop an effective course using blackboard? What elements of a course do we need to focus on? How can we build a beneficial, yet successful course?

- Determine instructional needs of the course:

Evaluate the course

What is the best approach for teaching this class?

What instructional strategies will benefit the students?

- Post course documents and upload electronic sources for student access:

Student accessibility training

Determine what types of documents are beneficial for the course and student learning

Document clarity and understanding

Slide 30:

Blackboard: Developing an effective course (cont.)

- Use the learning objectives of the course to guide activities and uploads:

What are the overall course and learning objectives?

What educational technology strategy would benefit student learning?

☐ Student assessment through tests, quizzes and assignments:

How do you plan to assess your students learning?

Access ability to references and documents/Study guides

Slide 31: Blackboard in your school: Hands-on Learning

Slide 32:

Open Discussion:

Who has/is currently using Blackboard for their course(s)?

What are your thoughts on using Blackboard? Pros? Cons?

Slide 33:

Conclusion: Workshop Day 1

**ENHANCE YOUR
INSTRUCTIONAL
STRATEGIES
by
TEACHING WITH
TECHNOLOGY**

Created by: Lisa Antalek

**TRAINING
WORKSHOP**

Day 1

OVERVIEW

The Office of Technology Assessment (1995) and Trotter (1999) articulate the importance of the role of a professor in implementing the use of technology in a college classroom; becoming knowledgeable self-confident to integrate technology effectively and successfully. Therefore, 'Teaching Technology', is designed to introduce new instructional strategies in technology for instructors, share ideas and direction towards enhancing student engagement and improving achievement among the students enrolled .

QUOTE:

"Helping schools to make the connection between teachers and technology may be one of the most important steps to making the most of the past, present, and future investments in educational technology and our children's future" (Office of Technology Assessment ,1995, p. iii).

INTRODUCTIONS

- ❑ Welcome
- ❑ About you and me
 - ❑ Educational and Instructional background
 - ❑ Academic area of expertise
 - ❑ Teaching philosophy

TODAY'S LESSON

- ❑ Classroom Technology
- ❑ PowerPoint
- ❑ Blackboard

WARM-UP ACTIVITY

Name Game

WHAT IS INSTRUCTIONAL TECHNOLOGY?

- ❑ Research portrays technology as a guide for assisting instructors by enhancing communication with students and affirms that technology can be an improvement to instructional delivery. However, "technology using professors never can be a force for improved education unless they are first and foremost informed, knowledgeable shapers of their craft" (Roblyer, 2006, p.v).
- ❑ Therefore....

VIDEO: TECHNOLOGY IN THE CLASSROOM

[Start Presentation:](#)

[Click here](#)

[\(Time: 15:37\)](#)

**HOW DO WE
DETERMINE WHAT
TYPE OF
CLASSROOM
TECHNOLOGY IS
BENEFICIAL**

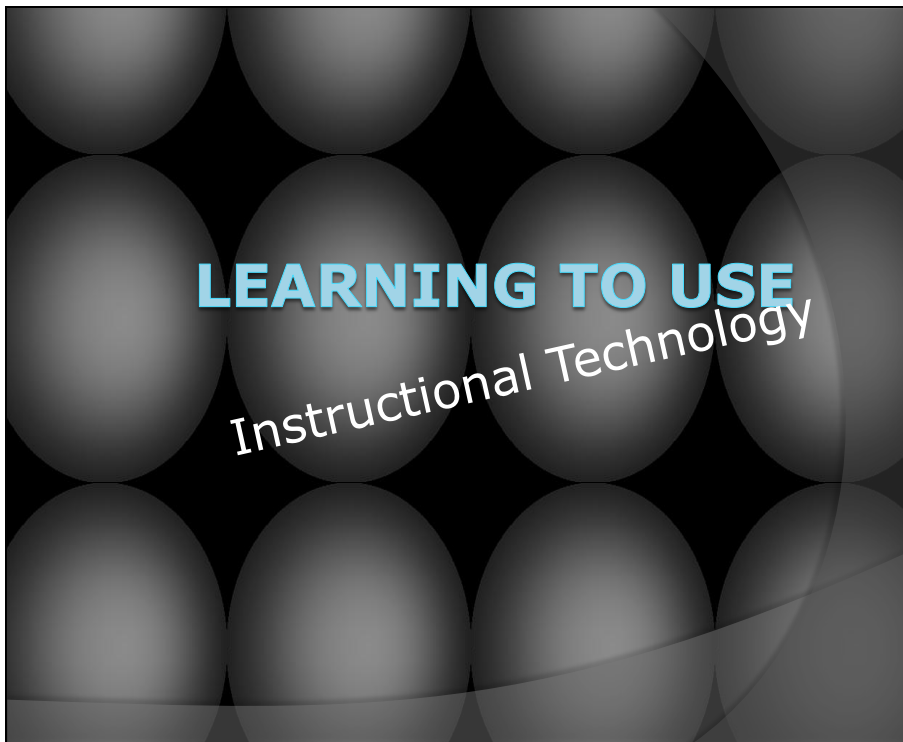
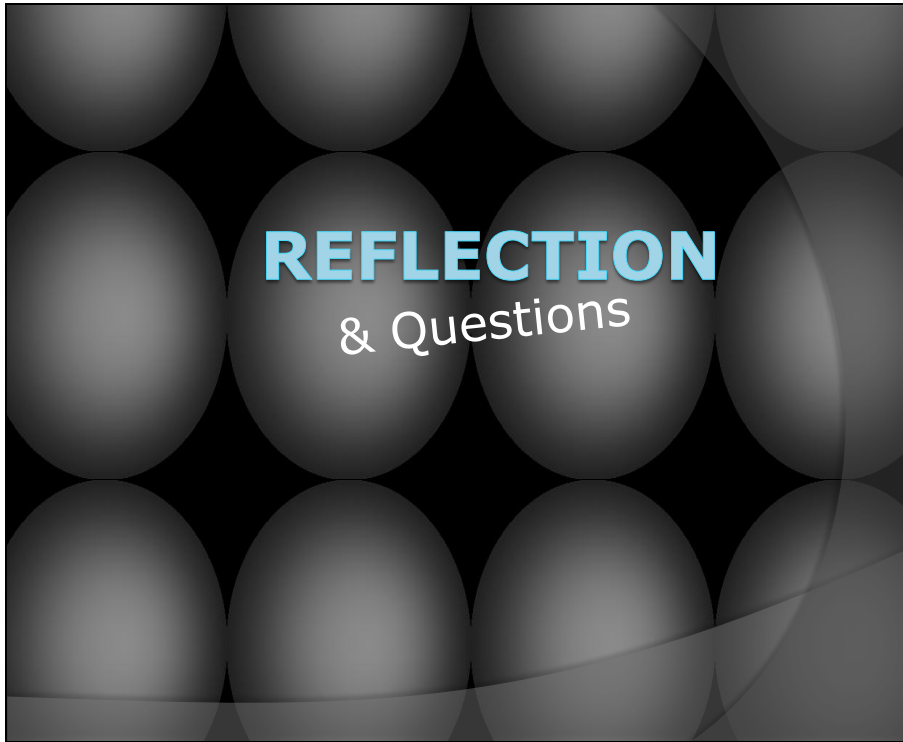
for the course being taught
and the students enrolled?

COURSE:

- ❑ Technology skills of the instructor
- ❑ Instructional needs
- ❑ Multiple teaching strategies
- ❑ Time management
- ❑ Goals and objectives of the course

STUDENTS:

- ❑ Multiple learning strategies
- ❑ Enhances technology skills
- ❑ Understanding
- ❑ Engagement
- ❑ Communication
- ❑ Knowledge gain



POWERPOINT

- ❑ What is PowerPoint?
- ❑ Why PowerPoint?
- ❑ Video presentation:
'How to use PowerPoint'.
- ❑ Integrating PowerPoint into a course
- ❑ PowerPoint Practice Lesson

WHAT IS POWERPOINT?

- ❑ According to TSCPL (2003), PowerPoint is a comprehensive graphics package that provides you with the essential tools to produce a professional presentation; includes a word processor, graphing ability, and management devices that are fundamentally easy to learn and utilize.

WHY POWERPOINT?

- ❑ Enhance Student engagement
- ❑ Enhance Classroom instruction
- ❑ Increase awareness of important information
- ❑ Ability to print speaker notes and outlines for class handouts

WHY POWERPOINT?.. (CONT)

- ❑ Integrate videos and graphics into teaching instruction
- ❑ Ease of adaptation (Cross over to online class)

VIDEO: HOW TO USE POWERPOINT

[Start presentation](#)

[Click here](#)

(Time: 4:49)

INTEGRATING POWERPOINT INTO A COURSE

- ❑ Use as supplemental instruction
- ❑ Integrate with interactive or hands-on activities for better understanding
- ❑ Provide sufficient Q & A sessions
- ❑ Optional PowerPoint presentation assignments

VIDEO: HOW TO CREATE A POWERPOINT PRESENTATION

[Start presentation:](#)

[Click here](#)

(Time: 3:41)

POWERPOINT PRACTICE Lesson

REFLECTION

& Questions

BLACKBOARD

- ❑ What is Blackboard?
- ❑ Why Blackboard?
- ❑ Blackboard: Developing an effective course
- ❑ Blackboard in Your School

WHAT IS BLACKBOARD?

- According to California Polytechnic State University (2013), Blackboard is a technology tool that permits instructors to supplement educational resources to students online; including audios, videos, PowerPoint, and other supplemental instructional sources created and uploaded into Blackboard.

WHY BLACKBOARD?

- Enhances teaching
- Increases student learning
- Adapts to multiple learning styles
- Provides various content designs

WHY BLACKBOARD?... CONT.

- ❑ Access study tools
- ❑ Discussion tools for student engagement
- ❑ Online grading system
- ❑ 24/7 access

BLACKBOARD: DEVELOPING AN EFFECTIVE COURSE

- ❑ Determine instructional needs of the course
- ❑ Post course documents and upload electronic sources for student access

BLACKBOARD: DEVELOPING AN EFFECTIVE COURSE (CONT)

- ❑ Use the learning objectives of the course to guide activities and uploads
- ❑ Student assessment through tests, quizzes and assignments

**BLACKBOARD
IN
YOUR
SCHOOL:
FROM TRC**

OPEN DISCUSSION

- ❑ Who has/is currently using Blackboard for their course(s)?
- ❑ What are your thoughts on using Blackboard?
- ❑ Pros?
- ❑ Cons?

CONCLUSION

Workshop: Day 1

Workshop:Day 2
(Slides 34--63)

Topic: Enhance your instructional strategies by Teaching with Technology

9:00-10:00 Welcome
Warm-up Activity: Name Game
 Today's Lesson

- Videos
- Online Discussion

Video

- Overview
- Define
- Why use video for educational purposes
- Video: How videos are used for instructional purposes
- How video use makes a difference

10:15-10:30 Break

10:30-11:45 Video:
• Group discussion activity

- Discussion
- Reflections and Questions

11:45-12:45 Lunch

12:45-1:30 Online Educational Discussions

- Overview
- Define
- Why use online discussions for educational purposes
- Video: How beneficial are online educational discussions

1:30-1:45 Break

1:45-3:00 Online Educational Discussions Activity

- Mock discussion Group

- Mock discussion Review

3:00-3:45 Questions for Discussion

3:45-4:00 Conclusion

Enhance your instructional strategies by Teaching with Technology

Workshop Day 2

Speaker Notes

Slide 34:

Title Page

Enhance Your Instructional Strategies by Teaching with Technology

Slide 35:

Training Workshop Day 2

Slide 36:

Warm-up Activity: Name Game

Slide 37:

Today's Lesson

- Videos
- Online Discussions

Slide 38:

The next educational technology instructional strategy we will address is Video.

- What is a video?

Define

- Why use videos?

What are the instructional and student benefits of incorporating video into course lessons?

What does research say?

- Video presentation: How videos are used for instructional purposes

Slide 39:

Video (cont).

- ❑ How the use of videos make a difference
 - Points that address making a difference with the use of video

- Group Discussion:

Have you ever used a video as an instructional tool to assist with a course lesson?

- Q & A with instructors

Slide 40:

Define: What is a video?

According to The American Heritage dictionary of the English language, video is defined as “relating to videotaped productions or videotaped equipment and technology” (2000, p. 1917).

Slide 41:

Why do we use videos for instructional purposes?

- ❑ According to Poonati & Amadia (2010), videos assist in engaging students by inspiring interests and bring forth shared experiences:

- Reflective of life experiences

- Education vs. Real World

- ❑ Formulate discussion amongst the class

- Promotes student dialogue

- Sharing relative experiences

- ❑ Provide real-life examples to multifaceted topics:

Again: Education vs. Real World

Slide 42:

Why use videos (cont).

- ❑ Promote critical thinking:
 - Student engagement
 - Student understanding
- ❑ Increase comprehension and retain information (Choi & Johnson, 2007):
 - Visual representation of material
 - Relative life experiences correlation
- ❑ Knowledge implemented in the real-world
 - Classroom to real life

Slide 43:

- Video: How videos are used for instructional purposes (3:12)

Slide 44:

How does the use of video in an educational setting make a difference in course instruction and student success?

- ❑ Used in conjunction with other instructional strategies:
 - Use of multiple teaching strategies
 - Reaches different learning styles
- ❑ Topic related connection:
 - Adds visual representation
 - Comprehension and understanding of material
- ❑ Retention of material:

Visual vs. material relation

- Encourage dialogue:
 - Sharing experiences
 - Connected interests

Slide 45--47:

- Group discussion hand-out

Group discussion:

- Have you ever used a video as an instructional tool to assist with a course lesson?
- What type of video did you use? Instructional? Informational? Relative?
- How did you incorporate the video technology into the lesson?
- What were the students reaction to the use of educational technology instruction?
- Do you believe it assisted in student understanding of the relative topic?
- Will you continue to use video technology as an instructional strategy?
- If yes, why?
- If no, why not?

Slide 48:

- Reflections and Questions

Slide 49:

The next topic we will discuss is Online Educational Discussions:

- What are online educational discussions?
 - Define

- ❑ Why use online educational discussions?
- ❑ How are online educational discussion used to enhance instruction and student success?
- ❑ Video presentation: How to create online educational discussions
- ❑ Handout: Questions for Discussion

Slide 50:

Research states:

Effective preparation for discussion classes takes more time, because instructors must consider not only what they will teach, but also who and how. And the classroom encounter consumes a great deal of energy; simultaneous attention to process (the flow of activities that make up a discussion) and content (the material discussed) requires emotional as well as intellectual engagement. . . . The discussion teacher is planner, host, moderator, devil's advocate, fellow-student, and judge-a potentially confusing set of roles. Even the most seasoned group leader must be content with uncertainty, because discussion teaching is the art of managing spontaneity (Christensen, 1995).

Slide 51:

What are online educational discussions?:

According to Cornell University's Center for Teaching Excellence (2014), online discussions are a valuable source to engage students in dialogue through online course material.

Slide 52:

Why are online discussions used for educational purposes?:

- ❑ Availability 24/7

Provide students flexibility

Time management

- Class discussions continue online

Critical thinking

Continual thought and discussion on relative topic

- Student engagement

Classroom to real world connection

- Peer support

Sharing thoughts and ideas

Questions and answers

Slide 53:

- Video: How Beneficial are Online Educational Discussions (2:23)

Slide 54--57:

- Mock Discussion Activity: (Handout)

This discussion is a one-time collaborative activity for participants to merge their educational knowledge and technology skills to achieve a common goal: Online

Discussions and Student Success

- Guiding Question:

As an educator, what attributes do you deem essential for student success, and how do you believe you can assist their achievement?

Instructions:

The following discussion questions were designed to thoughtfully reflect, exchange ideas, and encourage critical thinking about the emerging concepts. The discussion questions are assigned to all group members, encouraging informed participation.

Each group is asked to reflect and reply to each discussion question at least twice, reviewing the responses of previous members comments and suggestions.

Response options:

Expand on others thoughts and ideas

Agree- offering additional information

Disagree- supporting your point of view

Although online discussions require students to provide citing text and sources for credibility; however, for the purpose of this activity, we honor all member's views and personal thoughts.

Slide 58:**Discussion Questions**

- What do you believe to be the fundamental characteristics of a successful student in a virtual classroom environment?
- What do you believe to be the pros and cons of computer based dialogue?
- Do you believe all students can be successful virtual learners?

Slide 59:**Mock Discussion Review:**

Guiding Question: As an educator, what attributes do you deem essential for student success, and how do you believe you can assist their achievement?

What do you believe to be the fundamental characteristics of a successful student in a virtual classroom environment?

What do you believe to be the pros and cons of computer based dialogue?

Do you believe all students can be successful virtual learners?

Slide 60:

- Discussions Handout

Slide 61:

Discussion Questions:

- Have you ever used online discussions with a course you have previously taught?
- Did you feel it was a productive learning environment for the course?
- How did you evaluate the online educational discussions?
- Referring to your own educational experience, have you ever participated in an online discussion for a course in which you were enrolled?

Slide 62:

Discussion Questions (cont).

- What was your experience with online educational discussions?
- Did you feel they were beneficial to your learning experience? If yes, how were they beneficial? If no, what would you have done differently if you were the instructor, not the student?

Do you have any comment, questions, or suggestions to share regarding online educational discussions?

Slide 63:

Conclusion: Workshop Day 2

**ENHANCE YOUR
INSTRUCTIONAL
STRATEGIES
by
TEACHING WITH
TECHNOLOGY**

Created by: Lisa Antalek

**TRAINING
WORKSHOP**

Day 2

WARM-UP ACTIVITY

Name Game

TODAY'S LESSON

- Videos
- Online Discussions

VIDEO

- ❑ What is a video?
- ❑ Why use videos?
- ❑ Video presentation:
How videos are used for instructional purposes

VIDEO (CONT).

- ❑ How the use of videos make a difference
- ❑ Group Discussion:
Have you ever used a video as an instructional tool to assist with a course lesson?

WHAT IS A VIDEO?

- According to The American Heritage dictionary of the English language, video is defined as “relating to videotaped productions or videotaped equipment and technology” (2000, p. 1917).

WHY USE VIDEOS?

- According to Poonati & Amadia (2010), videos assist in engaging students by inspiring interests and bring forth shared experiences.
- Formulate discussion amongst the class
- Provide real-life examples to multifaceted topics

WHY USE VIDEOS (CONT).

- ❑ Promote critical thinking
- ❑ Increase comprehension and retain information (Choi & Johnson, 2007).
- ❑ Knowledge implemented in the real-world

VIDEO : HOW VIDEOS ARE USED FOR INSTRUCTIONAL PURPOSES

[Start presentation:](#)

[Click here](#)

(Time: 3:12)

HOW THE USE OF VIDEOS MAKE A DIFFERENCE

- ❑ Used in conjunction with other instructional strategies
- ❑ Topic related connection
- ❑ Retention of material
- ❑ Encourage dialogue

GROUP DISCUSSION:

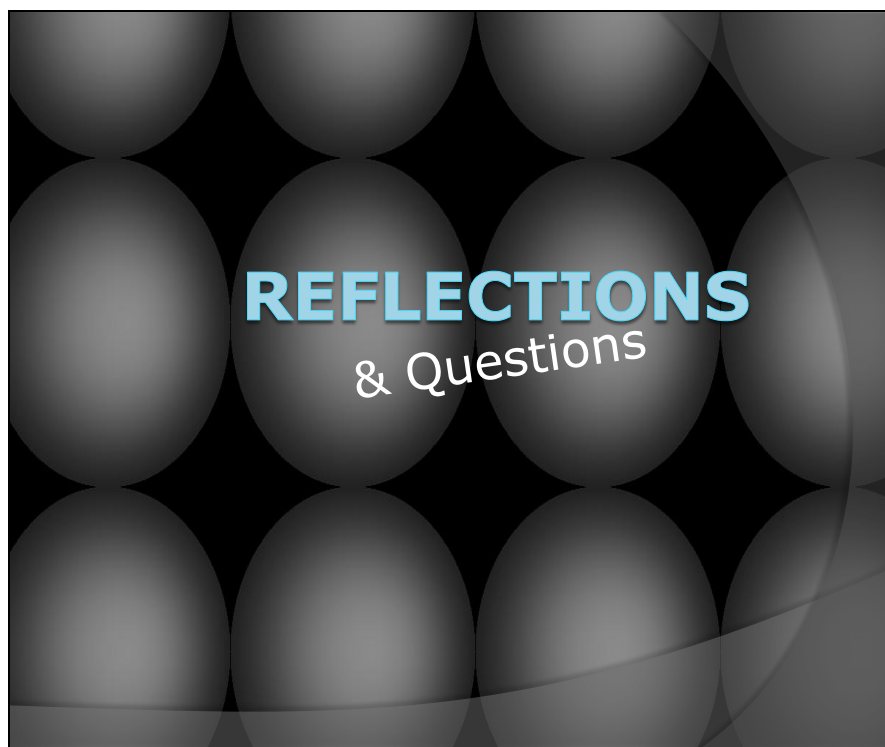
Have you ever used a video as an instructional tool to assist with a course lesson?

GROUP DISCUSSION HANDOUT

- ❑ Have you ever used a video as an instructional tool to assist with a course lesson?
- ❑ What type of video did you use? Instructional? Informational? Relative?
- ❑ How did you incorporate the video technology into the lesson?

GROUP HANDOUT (CONT).

- ❑ What were the students reaction to the use of educational technology instruction?
- ❑ Do you believe it assisted in student understanding of the relative topic?
- ❑ Will you continue to use video technology as an instructional strategy?



VIDEO: Group Discussion

Please take a minute to answer the following question in preparation for a group

discussion.

Have you ever used a video as an instructional tool to assist with a course lesson?

Response:

What type of video did you use? Instructional? Informational? Relative?

Response:

How did you incorporate the video technology into the lesson?

Response:

What were the student's reactions to the use of educational technology instruction?

Response:

Do you believe it assisted in student understanding of the relative topic?

Response:

Will you continue to use video technology as an instructional strategy?

Response:

ONLINE EDUCATIONAL DISCUSSIONS

- ❑ What are online educational discussions?
- ❑ Why use online educational discussions?
- ❑ Video presentation: How to create online educational discussions
- ❑ Handout:
Questions for Discussion

RESEARCH STATES:

Effective preparation for discussion classes takes more time, because instructors must consider not only what they will teach, but also who and how. And the classroom encounter consumes a great deal of energy; simultaneous attention to process (the flow of activities that make up a discussion) and content (the material discussed) requires emotional as well as intellectual engagement. . . . The discussion teacher is planner, host, moderator, devil's advocate, fellow-student, and judge—a potentially confusing set of roles. Even the most seasoned group leader must be content with uncertainty, because discussion teaching is the art of managing spontaneity (Christensen, 1991).

WHAT ARE ONLINE EDUCATIONAL DISCUSSIONS?

- According to Cornell University's Center for Teaching Excellence (2014), online discussions are a valuable source to engage students in dialogue through online course material.

WHY USE ONLINE EDUCATIONAL DISCUSSIONS?

- Availability 24/7
- Class discussions continue online
- Student engagement
- Peer support

VIDEO : HOW BENEFICIAL ARE ONLINE EDUCATIONAL DISCUSSIONS

[Start Presentation:](#)

[Click here](#)

(Time: 2:23)

MOCK DISCUSSION ACTIVITY

This discussion is a one-time collaborative activity for participants to merge their educational knowledge and technology skills to achieve a common goal: Online Discussions and Student Success

□ Guiding Question:

As an educator, what attributes do you deem essential for student success, and how do you believe you can assist their achievement?

Instructions:

- The following discussion questions were designed to thoughtfully reflect, exchange ideas, and encourage critical thinking about the emerging concepts.
- The discussion questions are assigned to all group members, encouraging informed participation.

Instructions (cont.):

- Each group member is asked to reflect and reply to each discussion question at least twice, reviewing the responses of previous members' comments and suggestions.
- Response options:
 - a. Expand on others thoughts and ideas
 - b. Agree-offering additional information
 - c. Disagree-supporting your point of view

□ Although online discussions require students to provide citing text and sources for credibility; however, for the purpose of this activity, we honor all member's views and personal thoughts.

DISCUSSION QUESTIONS

- What do you believe to be the fundamental characteristics of a successful student in a virtual classroom environment?
- What do you believe to be the pros and cons of computer based dialogue?
- Do you believe all students can be successful virtual learners?

MOCK DISCUSSION REVIEW

- Guiding Question:
As an educator, what attributes do you deem essential for student success, and how do you believe you can assist their achievement?
- What do you believe to be the fundamental characteristics of a successful student in a virtual classroom environment?
- What do you believe to be the pros and cons of computer based dialogue?
- Do you believe all students can be successful virtual learners?

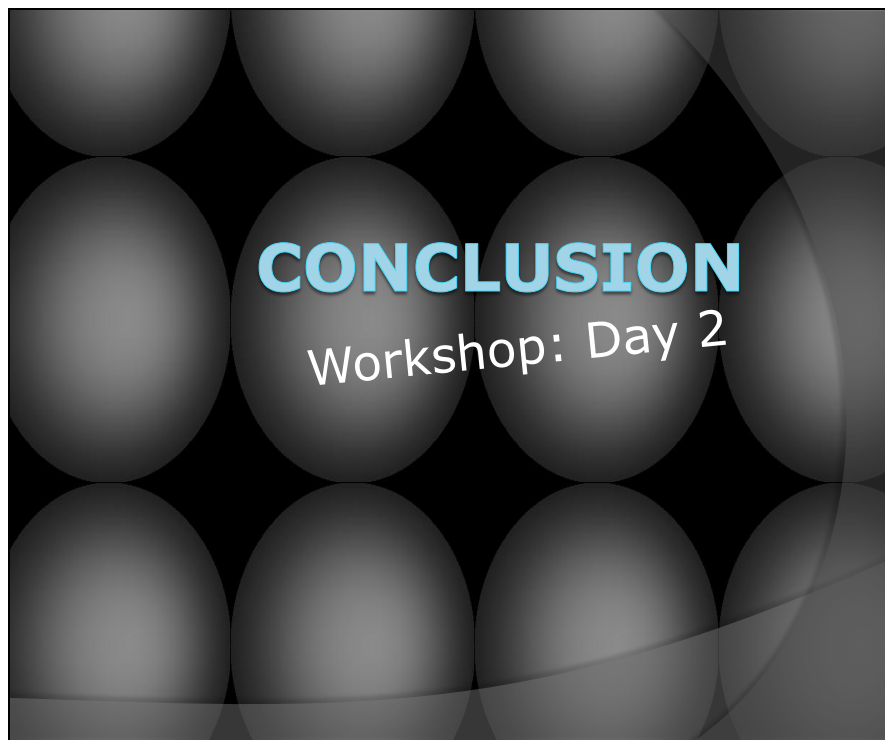
HANDOUT:
Questions for Discussion

DISCUSSION QUESTIONS

- ❑ Have you ever used online discussions with a course you have previously taught?
- ❑ Did you feel it was a productive learning environment for the course?
- ❑ How did you evaluate the online educational discussions?
- ❑ Referring to your own educational experience, have you ever participated in an online discussion for a course in which you were enrolled?

DISCUSSIONS (CONT).

- ❑ What was your experience with online educational discussions?
- ❑ Did you feel they were beneficial to your learning experience? If yes, how were they beneficial? If no, what would you have done differently if you were the instructor, not the student?
- ❑ Do you have any comment, questions, or suggestions to share regarding online educational discussions?



Educational Online Discussions: Educational Online Discussions: Group Discussion

Please take a minute to answer the following questions in preparation for a discussion on educational online discussions.

Have you ever used online discussions with a course you have previously taught?

Response:

Did you feel it was a productive learning environment for the course?

Response:

How did you evaluate the online educational discussions?

Response:

Referring to your own educational experience, have you ever participated in an online discussion for a course in which you were enrolled?

Response:

What was your experience with online educational discussions?

Response:

Did you feel they were beneficial to your learning experience? If yes, how were they beneficial? If no, what would you have done differently if you was the instructor, not the student?

Response:

Do you have any comment, questions, or suggestions to share regarding online educational discussions?

Response:

Mock Discussion Activity

Mock Discussion Activity

This discussion is a one-time collaborative activity for participants to merge their educational knowledge and technology skills to achieve a common goal: Online Discussions and Student Success

Guiding Question:

As an educator, what attributes do you deem essential for student success, and how do you believe you can assist their achievement?

Instructions:

- The following discussion questions were designed to thoughtfully reflect, exchange ideas, and encourage critical thinking about the emerging concepts. The discussion questions are assigned to all group members, encouraging informed participation. Each group member is asked to reflect and reply to each discussion question at least twice, reviewing the responses of previous member's comments and suggestions.

- Response options:
- Expand on others thoughts and ideas
- Agree-offering additional information
- Disagree- supporting your point of view

Although online discussions require students to provide citing text and sources for credibility; however, for the purpose of this activity, we honor all member's views and personal thoughts.

Discussion Question #1

□ *What do you believe to be the fundamental characteristics of a successful student in a virtual classroom environment?*

- Member A:

- Member B:

- Member C:

- Member D:

- Member A:

- Member B:

Discussion Question #2

□ *What do you believe to be the pros and cons of computer based dialogue?*

• Member A:

• Member B:

• Member C:

• Member D:

• Member A:

• Member B:

- Member C:

- Member D:

Discussion Question #3

Do you believe all students can be successful virtual learners?

• Member A:

• Member B:

• Member C:

• Member D:

• Member E:

• Member F:

• Member G:

Review

Guiding Question:

As an educator, what attributes do you deem essential for student success, and how do you believe you can assist their achievement?

Notes:

What do you believe to be the fundamental characteristics of a successful student in a virtual classroom environment?

Notes:

What do you believe to be the pros and cons of computer based dialogue?

Notes:

- Do you believe all students can be successful virtual learners?***
- Notes:***

Workshop: Day 3
(Slides 64-95)

Topic: Enhance your instructional strategies by Teaching with Technology

9:00-10:00 Welcome
Warm-up Activity: Name Game
 Today's Lesson

- Blended Learning

- Flipping the Classroom

Blended Learning

- Overview

- Video: Blended Learning in Plain English

- Define

- Why use Blended Learning?

10:00-10:15 Break

10-15-12:00 Blended Learning (cont.)

- Video: Blended Learning: The Key Elements of the Student Experience

- Is Blended Learning for you?

Flipping the Classroom

- Define

- Benefits of a flipped classroom

- Downside to a flipped classroom

- The Role of Technology

- The Role of the Classroom

- Video: Flipping the Classroom

- Video: Flipped Classroom Model

12:00-1:00 Lunch

1:00-1:45 Flipping the Classroom (cont.)

- Video 1: How to Flip the Classroom: Simply Speaking
- Video 2: How to Flip the Classroom: Simply Speaking

1:45-2:00 Break

2:00-3:45 Flipping the Classroom Practice

- Flipping an existing lesson plan
- Open Discussion
- Therefore....
- Reflection and Questions

3:45-4:00 Conclusion

- Evaluation (Handout)

Enhance your instructional strategies by Teaching with Technology

Workshop Day 3

Speaker Notes

Slide 64:

Title Page:

Enhance Your Instructional Strategies by Teaching with Technology

Slide 65:

Training Workshop: Day 3

Slide 66:

Warm-up Activity: Name Game

Slide 67:

Today's Lesson

- Blended Learning
- Flipping a Classroom

Slide 68:

The last area of educational technology that we will cover for this workshop is blended learning. We will discuss:

- What is blended learning?
Define
- Why use blended learning?

Why should instructors use blended learning as an instructional strategy to teach their courses?

Video presentation: How to incorporate blended learning into your course

Is blended learning for you?

Do you possess the technology skills to incorporate a blended learning environment?

Will blended learning assist the learning objectives of the course being taught?

Slide 69:

- Video: Blended Learning in Plain English (6:52)

Slide 70:

What is blended learning?:

Blended learning is defined as a combination of face-to-face classroom learning and online learning used to enhance student learning

Slide 71:

Why should we, as instructors, incorporate a blended learning environment?:

Allows educational flexibility for both student and instructor:

Face-to-face and online learning experience

Time management

Uses multiple teaching and learning strategies to meet the needs of all

students learning styles:

Promotes student success through combination of learning strategies

Student engagement

Ability to increase technology skills

Learning skills

Incorporates skills training

Blended learning experience

Classroom to real world

Slide 72:

- Video: Blended Learning: The Key Elements of the Student Experience

(8:41)

Slide 73:

Is blended learning for you?

Things to consider:

Do you encompass the technology skills necessary to incorporate online learning into the course?:

Are you computer savvy?

Do you possess technology skills that will assist your implementation?

Are you familiar with the online teaching/learning environment?

After determining the overall learning objectives of the course.
Will using technology to assist course instruction help you to meet these course goals and objectives?:

What types of instruction will you use to incorporate online learning with classroom material?

How will you train students that are unfamiliar with technology to not

only use the online environment, but educationally benefit?

- ❑ Let's take a look at a form of blended learning; 'Flipping the Classroom'.

Slide 74:

Flipping the Classroom:

According to Cornell University's Center for Teaching Excellence (2014),

“flipping the classroom is the process of replacing traditional lectures with more student centered learning strategies, such as active learning, discussions, problem-based learning, and other forms of group work and peer instruction; whereas content delivery is moved outside of the classroom, for example, through videos, or pre-class readings”(1).

Slide 75:

Benefits of a Flipped Classroom:

- ❑ Classroom preparation
 - Provided materials online
 - Ability to relate to class discussions and activities
- ❑ Identifies student's skills gap
 - Technology skills
 - Understanding information
 - Identifies types of learners
- ❑ Provides question and discussion feedback
 - Access to information and answers to questions
 - Provides understanding
- ❑ Active classroom learning
 - Activities

Projects

Presentations

Group work

- Student engagement

Peer support

Team work

Slide 76:

Benefits of a Flipped Classroom: (cont).

- Flexibility

24/7 access

Time management skills

- Design own learning pace

Setting personal goals and accomplishments

- Increased student/teacher interaction

Discussions

Classroom activities

Scheduled meeting times

- ESL Advantage

Online word translation

Reading vs. Lecturing

- Collaborative assignments

Group work

Presentations

Discussions

Slide 77:

Downside to a Flipped Classroom:

- Skills preparation
 - Not having the right technology skills
 - Online vs. Classroom learning
 - Hands-on learner vs. Lecture
- Loss of face-to-face lecture
 - Lack of understanding
 - Content changes
- Feeling of educational loss
 - Not getting their money worth
 - Not learning in the manner they know best
- Lack of available technology
 - Not having a computer
 - Access to a school or library environment

Slide 78:

The role of Technology:

- Video:
 - Movies, webcasts, presentations
- Mobile Devices:
 - Cell phones, tablets, laptops
- Websites:

Educational, Social Media, References

Presentations:

PowerPoint, video recorder

Discussions:

Social media, Chat rooms, discussion boards

Slide 79:

The Role of the Classroom:

Clarification:

Understanding, clarity, face-to-face, hands-on learning

Problem solving:

Critical thinking, tutor, peer support

Discussions:

Peer support

Collaborative work

Exchange ideas

Group work:

Students and teachers learning to learn together

Student engagement

Promotes dialogue

Exercises:

Engaging in the learning process

Multiple teaching strategies

Projects:

Hands-on learning activity

Multiple learning strategies

Slide 80:

- Video: Flipping the Classroom (.58)

Slide 81:

- Video: Flipped Classroom Model (2:01)

Slide 82:

Video: Flip the Classroom: Simply Speaking

1. (8:47)

2. (4:09)

Slide 83: Flipping an Existing Lesson Plan: Practice

Slide 84:

- Open Discussion: Flipping the Classroom

Slide 85:

Therefore.....

The use of instructional technology in the classroom benefits the student, as well as the instructor.

Integrating technology into the course enhances student engagement and increases student achievement.

Slide 86:

Therefore....

❑ The use of education technology allows you to incorporate multiple teaching strategies to reach different student learning styles.

❑ Integrating educational technology into a course provides real-life examples to multifaceted topics.

Slide 87:

- Reflections and Questions

Slide 88-94:

- Evaluate Your Learning Experience (Handout)

Slide 95:

Conclusion: Workshop Day 3

**ENHANCE YOUR
INSTRUCTIONAL
STRATEGIES
by
TEACHING WITH
TECHNOLOGY**

Created By: Lisa Antalek

**TRAINING
WORKSHOP**

Day 3

WARM-UP ACTIVITY

Name Game

TODAY'S LESSON

- Blended Learning
 - ◆ Flipping a class

BLENDED LEARNING

- ❑ What is blended learning?
- ❑ Why use blended learning?
- ❑ Video presentation:
How to incorporate blended learning into your course
- ❑ Is blended learning for you?

VIDEO: BLENDED LEARNING IN PLAIN ENGLISH

[Start Presentation:](#)

[Click here](#)

[\(6:52\)](#)

WHAT IS BLENDED LEARNING?

- Blended learning is a combination of face-to-face classroom learning and online learning used to enhance student learning

WHY USE BLENDED LEARNING?

- Allows educational flexibility for both student and instructor
- Uses multiple teaching and learning strategies to meet the needs of all students learning styles
- Ability to increase technology skills

□

VIDEO : BLENDED LEARNING- THE KEY ELEMENTS OF THE STUDENT EXPERIENCE

[Start Presentation:](#)

[Click here](#)

(Time: 8:41)

IS BLENDED LEARNING FOR YOU?

- ❑ Do you encompass the technology skills necessary to incorporate online learning into the course?
- ❑ Determine the overall learning objectives of the course. Will using technology to assist course instruction help you to meet these course goals and objectives?
- ❑ Lets take a look at a form of blended learning; 'Flipping the Classroom'.

FLIPPING THE CLASSROOM

- According to Cornell University's Center for Teaching Excellence (2014),
"flipping the classroom is the process of replacing traditional lectures with more student centered learning strategies, such as active learning, discussions, problem-based learning, and other forms of group work and peer instruction; whereas content delivery is moved outside of the classroom, for example, through videos, or pre-class readings"(1).

BENEFITS OF A FLIPPED CLASSROOM

- Classroom preparation
- Identifies student's skills gap
- Provides question and discussion feedback
- Active classroom learning
- Student engagement

BENEFITS OF A FLIPPED CLASSROOM (CONT.)

- ❑ Flexibility
- ❑ Design own learning pace
- ❑ Increased student/teacher interaction
- ❑ ESL Advantage
- ❑ Collaborative assignments

DOWNSIDE TO A FLIPPED CLASSROOM

- ❑ Skills preparation
- ❑ Loss of face-to-face lecture
- ❑ Feeling of educational loss
- ❑ Lack of available technology

THE ROLE OF TECHNOLOGY

- ❑ Video
- ❑ Collaborative work
- ❑ Mobile devices
- ❑ Websites
- ❑ Presentations
- ❑ Discussions

THE ROLE OF THE CLASSROOM

- ❑ Clarification
- ❑ Problem solving
- ❑ Discussions
- ❑ Group work
- ❑ Exercises
- ❑ Projects

VIDEO: FLIPPING THE CLASSROOM

[Start Presentation:](#)

[Click here](#)

(:58)

VIDEO: FLIPPED CLASSROOM MODEL

[Start Presentation:](#)

[Click here](#)

(Time: 2:01)

VIDEO: FLIP THE CLASSROOM: SIMPLY SPEAKING

[Start Presentation:](#)

[Click here](#)

(8:47)

[Start Presentation:](#)

[Click here](#)

(4:09)

FLIPPING AN EXISTING LESSON PLAN: PRACTICE

OPEN DISCUSSION

Flipping the Classroom

THEREFORE...

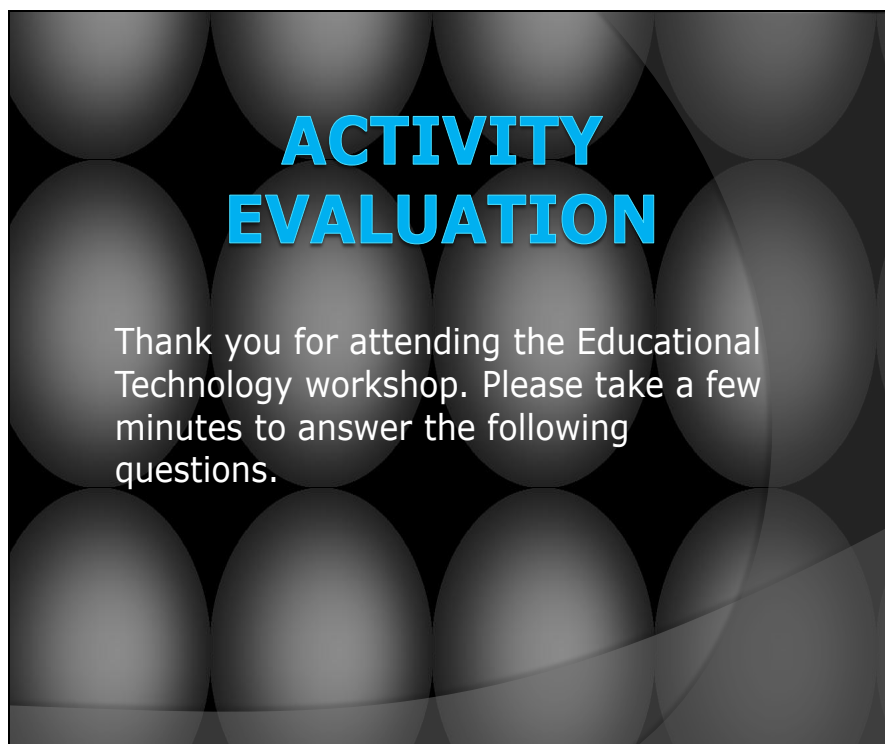
- ❑ The use of instructional technology in the classroom benefits the student, as well as the instructor.
- ❑ Integrating technology into the course enhances student engagement and increases student achievement.

THEREFORE...(cont)

- ❑ The use of education technology allows you to incorporate multiple teaching strategies to reach different student learning styles.
- ❑ Integrating educational technology into a course provides real-life examples to multifaceted topics.

REFLECTIONS

& Questions



ACTIVITY EVALUATION

- This professional development training on Educational Technology was informative.
- (Place an 'X' next to the corresponding answer)

Strongly Agree

Agree

Neutral

Disagree

ACTIVITY EVALUATION

- The facilitator for the workshop was interesting and helpful.
- (Place an 'X' next to the corresponding answer)

Strongly Agree

Agree

Neutral

Disagree

ACTIVITY EVALUATION

- The information and material presented were effective and useful.

- (Place an 'X' next to the corresponding answer)

Strongly Agree

Agree

Neutral

Disagree

ACTIVITY EVALUATION

- This professional development workshop will assist my use of educational technology for instructional purposes.

- (Place an 'X' next to the corresponding answer)

Strongly Agree

Agree

Neutral

Disagree

ACTIVITY EVALUATION

- Recommendations for improvement:
- Additional Comments:
- Suggestions for additional professional development opportunities:

CONCLUSION

Workshop: Day 3

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ACTIVITY EVALUATION

ACTIVITY EVALUATION

Thank you for attending the Educational Technology workshop. Please take a few minutes to answer the following questions. (Place an 'X' next to the corresponding answer)

1. This professional development training on Educational Technology was informative.

Strongly...	
Agree	
Neutral	
Disagree	

2. The facilitator for the workshop was interesting and helpful.

Strongly...	
Agree	
Neutral	
Disagree	

3. The information and material presented were effective and useful.

Strongly... Agree Neutral Disagree	
---	--

4. This professional development workshop will assist my use of educational technology for instructional purposes.

Strongly... Agree Neutral Disagree	
---	--

Recommendations for improvement:

Additional Comments:

Suggestions for additional professional development opportunities

Appendix B: IRB Approval (Walden University)

Consent to Participate in Research

Research Title: A Professional Development Approach to Improve Practice at an Upstate Community College
Researcher: Lisa K. Antalek

You are invited to participate in a research study to discover what instructional strategies are utilized by current instructors to facilitate and promote the persistence and retention of enrolled students. You have been selected as a possible participant because you are a part or full time faculty member having two or more years teaching experience on campus. Please read the information below and feel free to ask any questions that you may have in reference to the study.

This is a consent form for participation in a research study. It contains important information about the study if you decide to participate. This form is part of a required component of the "informed consent" process to allow you to understand the intent of this study before deciding to participate.

Your participation in this study is voluntary. If you decide to participate, you will have the opportunity to withdraw at any time. There is no cost to participate in this study nor is there any compensation for your participation. There are no incentives for participating in this study.

When the researcher is already known to the participant, the consent form must include written assurance that declining or discontinuing will not negatively impact the participant's relationship with the researcher or (if applicable) the participant's access to services.

Background Information:

My name is Lisa Antalek and I am the researcher for this study. I am an adjunct English faculty instructor at this college, and I am also a doctoral student at Walden University.

The purpose of this study is to examine the perceptions of current faculty members and the instructional methodologies used to facilitate and promote the persistence and retention of enrolled

college students. This examination may promote an improved professional development policy plan that may support students in their degree completion.

As a faculty member of this college you are invited to take part in a research study.

By agreeing to participate in this study, you will be invited to share in:

1. Read invitation and consent to participate in study (max. 15 min.).
2. Emailed survey/questionnaire consisting of ---- questions (max.30 min.)
3. Scheduled interview (30- 45 min.). Willingness to have recorded as to ease transcription of data.
4. I will email a copy of my summary of your interview to you for review. If you would like to make any revisions to my initial interpretations, please e-mail those to me within 1 week (should not exceed 1 hour).

The complete research process time is undetermined. The research process consists of data collection, analysis, and a verification of accuracy (member checking) by you of the information in which you provided throughout the study (Survey and interview).

Example Questions:

What instructional strategies do you use in the classroom?

How do college instructors explain the connection between instructional strategies and student success?

Risks and Benefits of Being in the Study:

Participation in this study involves some minor risks that are borne of the discomfort that can be encountered in daily life, such as stress, fatigue, etc. There is no risk to your personal safety or wellbeing. There is no immediate personal benefit to the participant; however, there may be potential future benefits in the areas of instructional strategies and professional learning opportunities. Confidentiality and subject privacy will be maintained throughout the study.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes during this research project. Also, the researcher will not include your name or any identifying information in this study. All data will be kept secure. Returned and completed questionnaires will be saved in a computer-based file that is password protected and

known only to the researcher. Interview tapes and documents will be secured in a locked file box to ensure confidentiality of participants. Additionally, your name or any other identifying information will not be included in any reports of the study. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

If you have any questions or concerns regarding your participation in this study, you may contact the researcher via phone: 607-821-8151; or via email: Bieber28@hotmail.com. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this information with you. Her phone number is 1-612-312-1210. Walden University's approval number for this study is **05-14-14-0195493** and it expires on **May 13, 2015**.

Statement of Consent:

I have read the above information and I believe that I understand the intent and ramifications of the study to make an informed decision about my participation. I have had the opportunity to ask questions and have had them answered to my satisfaction. I understand that I am agreeing to the terms of participation described above. I voluntarily agree to participate in this study. Upon consent, please return by email. I will then return an email to you with further instructions and survey.

Please print or save this consent form for your records.

Printed name of participant

Electronic Signature of participant
(Type- "I CONSENT")

Date

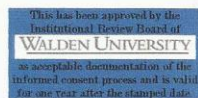
Researcher:

I have completely explained the information enclosed regarding participation before requesting the above signature.

Printed name of researcher

Signature of researcher

Date



2014.05.14

15:48:41

-05'00'

Appendix C: IRB Approval (XXXXXX)

Institutional Effectiveness

April 4, 2014

Lisa K. Antalek (Bieber)
Adjunct Instructor
[REDACTED]

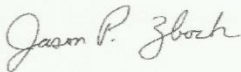
Dear Lisa,

This serves to notify you that the application for your project "A Professional Development Approach to Improve Practice at an Upstate Community College" has been approved by the [REDACTED] Institutional Review Board through an expedited IRB Review. In accordance with the Department of Health and Human Services regulations (45 CFR 46.111; 46.116 4) this approval will expire one year from the date of this letter, April 4, 2015. Applications for extensions are available.

If your research undergoes any substantial modifications, these changes must be reported to [REDACTED] prior to implementation.

This approval and all supporting material will be kept on file in the Institutional Effectiveness Office.

Sincerely Yours,



Jason P. Zbock
Dean of Institutional Effectiveness and Enrollment Planning

Appendix D: Invitation to Participants

Dear Faculty Member:

My name is Lisa Antalek. I am a doctoral student at Walden University in the Higher Education and Adult Learning Program. You are invited to participate in a research study entitled: *A Professional Development Approach to Improve Practice at an Upstate Community College*. The purpose of this study is to examine the perceptions of current faculty members and the instructional methodologies used to facilitate and promote the persistence and retention of enrolled college students.

This study seeks to invite part and full time faculty members to complete an emailed survey. Individual follow-up interviews will also be conducted with each participant. Throughout the process of this study, you will be asked questions about your instructional strategies and teaching practices.

If you wish to participate in this study, please return the attached Informed Consent Form by email. I will then return an email to you with further instructions and survey.

Thank you for your time and consideration. Your participation is greatly appreciated.

Respectfully,
Lisa Antalek

Enclosure/Consent Form

Appendix E: Consent to Participate in Research

Consent to Participate in Research

Research Title: A Professional Development Approach to Improve Practice at an Upstate Community College
Researcher: Lisa K. Antalek

You are invited to participate in a research study to discover what instructional strategies are utilized by current instructors to facilitate and promote the persistence and retention of enrolled students. You have been selected as a possible participant because you are a part or full time faculty member having two or more years teaching experience on campus. Please read the information below and feel free to ask any questions that you may have in reference to the study.

This is a consent form for participation in a research study. It contains important information about the study if you decide to participate. This form is part of a required component of the “informed consent” process to allow you to understand the intent of this study before deciding to participate.

Your participation in this study is voluntary. If you decide to participate, you will have the opportunity to withdraw at any time. There is no cost to participate in this study nor is there any compensation for your participation. There are no incentives for participating in this study.

When the researcher is already known to the participant, the consent form must include written assurance that declining or discontinuing will not negatively impact the participant’s relationship with the researcher or (if applicable) the participant’s access to services.

Background Information:

My name is Lisa Antalek and I am the researcher for this study. I am an adjunct English faculty instructor at this college, and I am also a doctoral student at Walden University.

The purpose of this study is to examine the perceptions of current faculty members and the instructional methodologies used to facilitate and promote the persistence and retention of enrolled college students. This examination may promote an improved professional development policy plan that may support students in their degree completion.

As a faculty member of this college you are invited to take part in a research study.

By agreeing to participate in this study, you will be invited to share in:

1. Read invitation and consent to participate in study (max. 15 min.).
2. Emailed survey/questionnaire consisting of ---- questions (max.30 min.)
3. Scheduled interview (30- 45 min.). Willingness to have recorded as to ease transcription of data.
4. I will email a copy of my summary of your interview to you for review. If you would like to make any revisions to my initial interpretations, please e-mail those to me within 1 week (should not exceed 1 hour).

The complete research process time is undetermined. The research process consists of data collection, analysis, and a verification of accuracy (member checking) by you of the information in which you provided throughout the study (Survey and interview).

Example Questions:

What instructional strategies do you use in the classroom?

How do college instructors explain the connection between instructional strategies and student success?

Risks and Benefits of Being in the Study:

Participation in this study involves some minor risks that are borne of the discomfort that can be encountered in daily life, such as stress, fatigue, etc. There is no

risk to your personal safety or wellbeing. There is no immediate personal benefit to the participant; however, there may be potential future benefits in the areas of instructional strategies and professional learning opportunities. Confidentiality and subject privacy will be maintained throughout the study.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes during this research project. Also, the researcher will not include your name or any identifying information in this study. All data will be kept secure. Returned and completed questionnaires will be saved in a computer-based file that is password protected and known only to the researcher. Interview tapes and documents will be secured in a locked file box to ensure confidentiality of participants. Additionally, your name or any other identifying information will not be included in any reports of the study. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

If you have any questions or concerns regarding your participation in this study, you may contact the researcher via phone XXX or via email XXX. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this information with you. Her phone number is 1-612-312-1210. Walden University's approval number for this study is IRB will enter approval number here and it expires on IRB will enter expiration date.

Statement of Consent:

I have read the above information and I believe that I understand the intent and ramifications of the study to make an informed decision about my participation. I have had the opportunity to ask questions and have had them answered to my satisfaction. I understand that I am agreeing to the terms of participation described above. I voluntarily agree to participate in this study. Upon consent, please return by email. I will then return an email to you with further instructions and survey.

Please print or save this consent form for your records.

Printed name of participant

Electronic Signature of participant
(Type- "I CONSENT")

Date

Researcher:

I have completely explained the information enclosed regarding participation before requesting the above signature.

Printed name of researcher

Signature of researcher

Date

Appendix F: NIH Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Lisa Bieber** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 02/12/2012

Certification Number: 798048

Appendix G: Survey

Please answer each question honestly and truthfully in as much detail as possible as to obtain the most accurate results in discovering community college faculty members' perceived goals and objectives for professional development. The purpose of this study is to investigate the problem of aligning faculty effectiveness with the institution's core mission at an upstate N.Y. community college and to inform and enlighten community college officials as to the importance of a professional development growth plan policy. According to the *Strategic Plan 2012-2013* (The State University of New York, 2012), the mission of the community college under investigation is defined as providing "a quality educational experience to a diverse population, offering all the opportunity to identify their potential and to realize life goals" (p. 1). This examination may promote an improved professional development policy plan that may support students in their degree completion.

Instructions: Please place an "X" in the appropriate circle that best corresponds with your belief for each of the following questions. Please explain; if option selected is "other." After you have completed the survey, please promptly email back to me: XXX

Are you presently using instructional strategies in the classroom? (e.g., lectures, group work, Power point, etc.)

Most Frequently Frequently Occassionally Rarely Never

What instructional strategies do you use in the classroom?

PowerPoint Lecture Groupwork Text Assignments Other

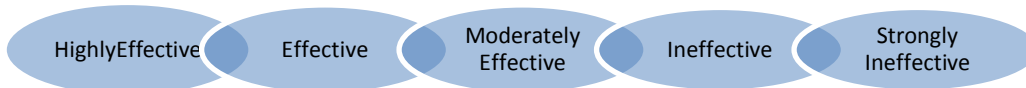
How do you perceive these strategies to be effective in the classroom?

Highly Effective Effective Moderately Effective Ineffective Strongly Ineffective

What supplemental tools do you use in the classroom?



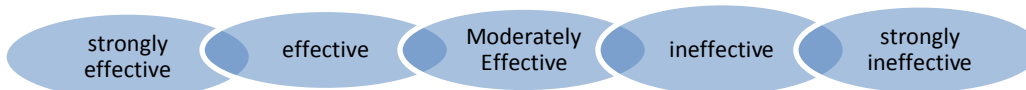
How do you perceive these supplemental tools to be effective in aiding the learning process?



What do you consider to be your teaching style?



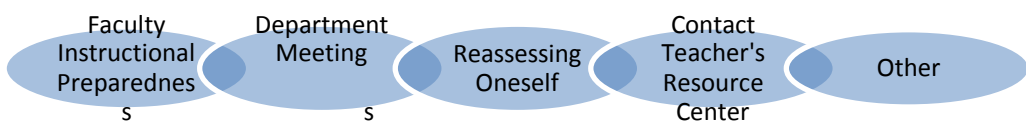
How do you as an instructor perceive the effectiveness of instructional strategies used in the classroom?



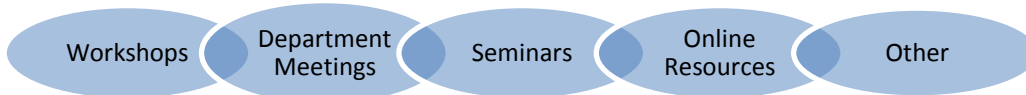
What instructional concerns do you have?



How do instructors alleviate these instructional concerns?



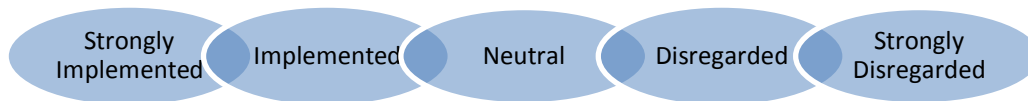
What on-campus professional learning opportunities are made available to you as an instructor?



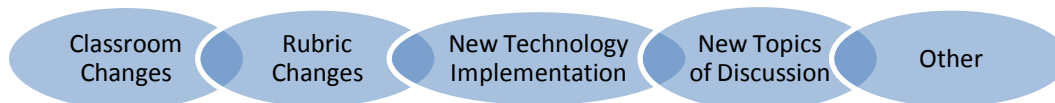
How beneficial are the on-campus professional learning opportunities made available for instructors?



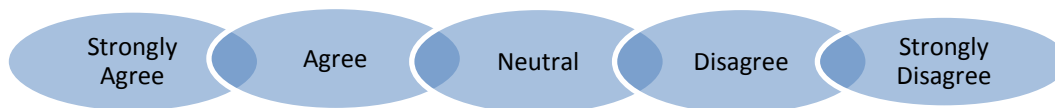
Have you implemented any instructional strategies learned?



How have you implemented instructional strategies learned?



Can the existing professional learning opportunities be improved to help you as an instructor?



Is there anything else you would like to share regarding instruction in the classroom and professional learning opportunities that we have not previously addressed?

Appendix H: Interview Questionnaire

My name is Lisa Antalek. I am an adjunct instructor at the community college where the investigative study will be taking place. I will be conducting this study as part of my doctoral requirements at Walden University. My desire to investigate increasing faculty effectiveness arose as the community college graduation rates decreased. In providing equal educational opportunities to all I wish to aid in addressing the need for aligning faculty effectiveness. By supplying instructional strategy awareness I hope to increase the effectiveness of professional development programs at the community college level.

I have a few questions to ask you regarding the instructional methodologies and strategies utilized by current instructors to facilitate and promote the persistence and retention of enrolled students. Please answer the question as honestly and truthfully as possible

You will be tape recorded throughout this interview to ease the transcription process. Any information you provide will be kept confidential. As the researcher, I will not use your personal information for any purposes during this research project. Also I will not include your name or any identifying information in this study. All data will be kept secure.

Thank you for your participation.

Are you currently a part-time or full-time faculty member with a minimum of two years on-campus teaching experience at XXX?

PT___ FT___ Min. 2 Yrs. Experience: Y___ N___ How Many? ___

What is your educational/work experience referencing the discipline in which you currently teach?

In your experience, how do college instructors describe successful class instruction?

How do college instructors describe unsuccessful class instruction?

How do college instructors explain the connection between instructional strategies and student success?

How do instructors promote the persistence and retention of enrolled students through instruction?

What types of professional learning opportunities are made available to instructors at your educational facility?

How often do you participate in the professional learning opportunities made available for instructors?

Are there specific instructional strategies that you would like to learn more about?

If so, what are those instructional strategies?

Is there anything else would you like to share regarding instruction in the classroom and professional learning opportunities that we have not previously addressed?

Statements generated by the author

Appendix I: Sample Interview Transcript

Interview Transcription
Participant A
May 19, 2014

Interviewer: Interview with participant 'A' on 05/19/2014. Participant A, do you hereby give permission to be recorded for this interview?

Interviewee: Yes

Interviewer: Ok, there are ten questions that I'll go through, just answer them as in-depth or as briefly as you'd like to. Question one; are you currently a part time or full time faculty member with a minimum of two years on-campus teaching experience here at XXX?

Interviewee: I am a XXX time faculty member with a minimum of two years experience at XXX.

Interviewer: What is your educational work experience referencing the discipline in which you are currently teaching?

Interviewee: Let me come back to the previous question.

Interviewer: Sure.

Interviewee: I have eleven years teaching experience, five of which have been here at XXX, and six years over at XXX. I was a graduate student but I taught my own classes as well.

Interviewer: Oh how interesting.

Interviewee: Um, so my educational work experience, my degree was in XXX so I'm teaching based on my experience; however, my training was as a researcher not a teacher so I had to learn a lot. I had to learn a trade as I went.

Interviewer: Right, interesting. In your experience, how do college instructors describe successful class instruction?

Interviewee: Um, well the way I describe it, is um, when you're able to motivate your students and you're able to show them the way. It's not all about the 'A's', it's not about the grade, I try to describe that to them. And so if I can just get that to them and help them to understand that a degree is really just a tool that tells the rest of society that

its telling you the level of trainability you have, then I have succeeded. Of course, it's the XXX that they learn, but it's more than the XXX.

Interviewer: Right. I've always looked at a degree as a huge discipline.

Interviewee: Right, Exactly.

Interviewer: Therefore, how do college instructors describe unsuccessful class instruction?

Interviewee: Well, my experience has been that most instructors describe unsuccessful class instruction by their grades.

Interviewer: Yes, this really has an effect on us.

Interviewee: Yes, it really does.

Interviewer: So how do college instructors explain the connection between instructional strategies and student success?

Interviewee: Can you clarify? Do you mean the students or to each other as professionals?

Interviewer: Explaining the connection between instructional strategies and student success, I would look at that as far as the instructors explaining that connection. So, how do your instructional strategies either pursues... does that make sense?

Interviewee: Yes it does. So, throughout the years I have acquired different instructional strategies and I have also known that they do not apply in every single classroom or every single population. Depending, I could be teaching two sections of the same class and the strategies will not be the same because of the couple students you have. So, basically for me is, are they learning something? Basically, Are they learning and are we working together and asking questions? That's how I engage as far as instructional strategies and student success. In the middle of the semester or one third of the semester I give them also a survey to see what perception they have of the instruction and what changes they want to make because I have always asked them at the end of the semester but it's then too late for them. I can't make any changes then.

Interviewer: Right. And XXX is a tough subject. Some student grasp it, some don't. As you probably see some students excel quicker than others. As I have always said, each class has its own personality, has its own level of success, and has its own pace. Everything changes, there are no two classes the same on-campus even if we teach five of the same section.

Interviewee: Right.

Interviewer: Ok, so how do college instructors promote the persistence and retention of enrolled students through instruction?

Interviewee: Well, here we have different initiatives campus wide, we have the Early Alert, but I honestly think that persistence and retention the instructors can do so much more than anyone else because you have to develop a relationship with the student, a healthy relationship with the student.

Interviewer: Ok, what types of professional learning opportunities are made available to instructors at your educational facility?

Interviewee: We have tons. Um, from webinars to workshops; the TRC does a great job at that. And the most important one is they're very flexible and willing to work with you, so if I, there are many times I just go up there and I tell them I really want to do this and I don't know how to, can I do this. I always work with XXX and XXX just great in finding creative ways to just do it.

Interviewer: Every time I have gone in there I have always worked with XXX from the day that I started. So with this being said, how often do you participate in the professional learning opportunities made available for instructors?

Interviewee: I think I participated this semester, maybe at least three times. I try to look for things better and some things they just don't work for me. It's not, and a lot of it is not making it work because of my personality, my teaching style, um, I am willing to try once and I'm actually surprised at some of the strategies that I thought would never work but they have worked, but it doesn't take a lot of effort to make me get out of my shell.

Interviewer: Ok. Now is the three times within your time here at XXX?

Interviewee: Yeah. Yeah.

Interviewer: Now, are there specific instructional strategies that you would like to learn more about? If so, what are those?

Interviewee: I really would love to learn more on how to motivate students because if I can motivate them, I can show them the world. And too, how do you get them out of the mindset 'what do I need this for'? Then we can discover the world.

Interviewer: So, after we have gone over these things, is there anything else that you would like to share regarding instruction in the classroom or professional learning opportunities that we have not previously addressed? Does anything come to mind?

Interviewee: Um, not really.

Interviewer: Alright. Thank you so much.

Curriculum Vitae

Lisa K. AntalekEDUCATION

November 2014	Higher Education and Adult Learning, Walden University Doctoral Study: <i>A Professional Development Approach to Improve Practice at an Upstate Community College</i>
May 2007	MA Social Sciences, Binghamton University
December 2002	BS Human Development, Binghamton University
May 2000	AAS Applied Science/Paralegal Studies, XXX Community College
December 1998	AAS Applied Science/Criminal Justice, XXX Community College

AWARDS / ACKNOWLEDGEMENTS

May 2003	Certificate of Academic Achievement, Binghamton University
May 2003	Michael V. Boyd Educational Certificate of Merit, Binghamton University
May 2007	Michael V. Boyd-Honors List of Distinguished Scholars, Binghamton University
May 2007	Michael V. Boyd Educational Recognition of Academic Achievement on the Graduate Level, Binghamton University
May 2014	Faculty Scholar

WORK EXPERIENCE

2011- Present	Adjunct Faculty, Department of Liberal Arts
2007- 2010	Faculty, Legal/Business Instructor, Elmira Business Institute
2003- 2008	Substitute Teacher, Grades K-12 and Special Education
1998- 2002	Owner/Operator, L&S Cleaning

COURSES TAUGHT

2011- Present	College Writing I
2011- Present	College Writing II
2011- Present	Academic Planning Seminar
2011- 2013	Basic Language Skills
2011- 2013	College Writing I *Community Learning w/CRJ 111
2007- 2010	Legal Terminology
2007- 2010	Introduction to Paralegal Studies
2007- 2010	Fundamentals of Math
2007- 2010	Business Math
2007- 2010	Business Law
2007- 2010	Medical Law and Ethics
2007- 2010	Legal Transcription I

2007- 2010	Legal Transcription II
2007 -2010	Medical Transcription I
2007- 2010	Medical Transcription II
2007- 2010	Fundamentals in English
2007- 2010	Business English
2007- 2010	Oral Communications
2007- 2010	English Composition
2007- 2010	Freshman Seminar

CERTIFICATIONS

01/2013	BLS Instructor
02/2012	NIH Web-based training “Protecting Human Research Participants”, Walden University
03/2012	Academic Training Workshop
10/2006	Business Record Maintenance and Management