

2021

## Online Instructor Perceptions of New Instructor Training

Heather D. Gunn  
*Walden University*

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# Walden University

College of Education

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Heather D. Gunn

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Walden University  
2021

Abstract

Online Instructor Perceptions of New Instructor Training

by

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MBA, Colorado Technical University, 2009

BSBA, University of Phoenix, 2004

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

May 2021

## Abstract

While institutions offering asynchronous courses provide training to help new instructors develop the skills necessary to facilitate learner-centered, asynchronous courses, little is known about how online instructors perceive the training they receive. Knowing more about how online instructors perceive the training they receive to prepare them to facilitate learner-centered, asynchronous courses can inform the improvement/enhancement of new instructor training. The purpose of this qualitative descriptive study was to explore online instructors' perceptions of new instructor training at an online university in the Western United States. Mezirow's transformative learning theory guided this study. Research questions were designed to explore how instructors feel about the training they received, whether they perceive the training as adequate preparation to meet the university's expectations, and what, if any, notable improvement/enhancement opportunities exist. A purposeful sampling strategy was used to identify nine study participants from a population of online instructors who (a) completed new instructor training at least 2 years before the start of data collection, and (b) provided contact information to indicate their interest in participating in a one-on-one semistructured interview. Data were collected using an electronic questionnaire and in-depth semistructured interviews. Data were analyzed using a modified version of the Stevick-Colaizzi-Keen method. Results indicated that new instructor training lacks consideration for critical reflection that supports the development of instructors as adult learners, most notably in the areas of training content and training length. This study may foster positive social change by promoting new instructor training practices grounded in critical reflection and support the development of instructors as adult learners.

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## Section 1: The Problem

### **Introduction**

Online institutions continue to experience increases in the number of students enrolling in online courses (Encoura & Quality Matters, 2020). Such institutions have responded to the increase in demand for online course offerings by increasing recruitment efforts. The increase in recruitment efforts stimulated an increase in the number of new online instructors participating in new instructor training. Online colleges/universities offer some form of new instructor training to prepare new instructors to teach online. While new instructor training may vary in breadth and depth from institution to institution (Frass et al., 2017), it should prepare new online instructors to facilitate learner-centered, asynchronous courses; however, little is known about how online instructors perceive the training that they receive to prepare them to facilitate learner-centered, asynchronous courses.

The competencies that instructors require to facilitate e-learning differ from those required to teach in a face-to-face environment (Adnan et al., 2017; Bigatel et al., 2012; Crawford-Ferre & Wiest, 2012; Dimeo, 2017; Lee & Tan, 2018; McQuiggan, 2012; Pope-Wingo et al., 2017; Schulte, 2009; Shahdad & Shirazin, 2012; Song, 2016). The purpose of new instructor training is to help new online instructors build on their existing competencies, as well as to develop new competencies that promote successful learner outcomes. In addition to building on existing competencies and developing new competencies, online instructors must embrace a shift in practice from instructor-centered

instruction to learner-centered facilitation that promotes a growth mindset (Boettcher & Conrad, 2016; Ching et al., 2018; Lee & Tan, 2018; Wolfe & Uribe, 2020).

### **The Local Problem**

New online instructors must know how to facilitate learning in an asynchronous online learning environment. Applied andragogy, content knowledge, course design, technology, online classroom management, socialization, and communication are just a few of the competencies that new online instructors should master before taking on instructional responsibilities (Accrediting Commission of Career Schools and Colleges [ACCSC], 2019; Albrahim, 2020; Farmer & Ramsdale, 2016; Galbraith, 2004; Palloff & Pratt, 2011). While the purpose of new instructor training is to prepare new online instructors to facilitate learning in an asynchronous environment, there is limited knowledge about how online instructors perceive the training they receive to prepare them to teach online (Lackey, 2011).

Accrediting standards and previous researchers have suggested that training that covers basic technical skills and introduces new instructors to instructional methodologies is an adequate form of preparation to facilitate online learning (ACCSC, 2019; Alvarex et al., 2009; DeCosta et al., 2016; De Gagne & Walters, 2009; Salmon, 2011; Thomas, 2018). This guidance provides institutions with an overarching training framework. While this broad framework supports institutionally customized new instructor training, it does little to promote institutional accountability for new instructor success in the online environment. To aid efforts to identify core online instructor competencies and promote institutional success for new instructors in the online

environment, it is important to evaluate instructor perceptions of training effectiveness.

Exploring instructor perceptions of training effectiveness will inform decisions related to the continuation of training, the improvement of training, and the alignment of training to organizational goals, and it will promote accountability.

To promote institutional accountability for new instructor training, institutions must compare new online instructor performance outcomes to university expected performance outcomes. This should include (a) identifying trends, (b) comparing new online instructor performance trends to new online instructor performance trends identified at other institutions, and (c) ensuring that new online instructor key performance indicators (KPIs) are appropriate forms of performance measurement. The identification of core online instructor competencies will enhance the training framework and promote institutional accountability for new instructor training. To effectively enhance the basic training framework and promote institutional accountability for new instructor training, institutional leaders must seek to understand how new online instructors perceive the training they receive before taking on instructional responsibilities (Dennis, 2020; Malik, 2013; Sheridan, 2013; Welch et al., 2015).

This study was conducted in the setting of an online university with a base of operations in the Western United States. For this study, the NSEW pseudonym was used as the university name. NSEW University is an online-only university and part of a larger nonprofit organization that offers accelerated associate-, bachelor's-, and master's-level degree programs. The offered programs include healthcare, accounting, business, technology, graphic arts, and respiratory therapy. The university offers open, continuous

enrollment, and operates on a 4-week module-based system. Courses are offered year-round for all programs and disciplines. Considering the variety of disciplines offered, the university hires instructors with diverse educational and experiential backgrounds to comply with accreditation credentialing standards (ACCSC, 2019). NSEW University employs both full-time and part-time (i.e., adjunct) instructors. Online instructor populations are divided by program and typically not shared between disciplines. The recruitment of instructors, new instructor training, performance expectations, and professional development (PD) processes at NSEW University are outlined below.

### **Online Instructor Recruitment**

Online instructor recruitment is based on the needs of each discipline. At the time of data collection, the associate dean of faculty (ADF) was responsible for recruiting and hiring (onboarding) new instructors. The hiring process was initiated by creating job requisitions based on the needs of each discipline. The ADF reviewed requisition applicants and screened them for the appropriate experience and education requirements. The applicants who met the experience and education requirements were scheduled for a one-on-one interview with the ADF. The applicants who performed well during the initial interview were scheduled for a second interview or teaching demonstration with the Dean of the college (or designee). The outcome of the second interview or teaching demonstration informed the hiring decision.

The applicants selected to move forward in the hiring process worked with the ADF to complete the hiring process, to include the collection of all human resources paperwork. After the ADF received all human resources paperwork, the applicant was

considered a new online instructor. The ADF scheduled the new online instructor for new online instructor training with the associate dean of faculty development (ADFD).

Although the new online instructor was considered an employee, the online instructor's active employment status was contingent upon the completion of new online instructor training and the acquisition of the required records for the academic credential file. New online instructors were allotted up to 12 weeks to complete both tasks. If the new online instructor did not provide the required records before the end of the 12 weeks, the ADF had the authority to rescind the employment offer.

### **New Instructor Training**

According to the ACCSC (2019), "The success of a school is directly related to the quality of its faculty ... by hiring and retaining qualified faculty, a school can strengthen the quality of its training program" (p. 90). To comply with accreditation standards and provide new online instructors with the opportunity to develop competencies essential to teaching in an online environment the university requires new instructors to complete new online instructor training. At the time of data collection, the new online instructor training was up to 12 weeks in length and aligned with the "tell, show, do" model, coupled with the 70/20/10 learning and development (L&D) model (Addelston, 1959; Jennings, 2016).

The first 4 weeks of training predominantly covered institutional technology or 10% formal learning (Jennings, 2016). Institutional technology consists primarily of the hands-on activities in the learning management system (LMS), the student information system, and Zoom, the synchronous web-based video conferencing tool used to deliver



prescheduled live instructor-student sessions. This portion of the training was at the new instructor's own pace; new instructors were given the option to complete this portion of the training in as few as 8 hours or a maximum of 4 weeks. Although the training focused on institutional technology during the first 4 weeks, the training also covered the performance expectations of instructors and instructional best practices. During the fourth week, the instructor was required to complete a final teaching demonstration. The new instructor was required to present using Zoom on a topic for 10-15 minutes. After the presentation, the ADFD and the dean (or designee) provided the new instructor with informal feedback. This demonstration provided the ADFD and the dean (or designee) with the opportunity to assess technological proficiency, the new instructor's understanding of performance expectations, and the new instructor's ability to implement best practices (Participants A-G).

If the new instructor required additional training, the new instructor did not advance to the shadowing/mentoring/coaching phase of training and was required to repeat the first 4 weeks. If the teaching demonstration was determined to be satisfactory, the new instructor advanced to the shadowing phase of training. The ADFD coordinated with the dean (or designee) over the new instructor's discipline to identify the most appropriate mentor. The dean's priority was to assign a mentor who instructs courses that are aligned with the new instructor's credentialing (Participants A-G).

During the shadowing/mentoring/coaching phase of training, the new instructor shadowed a seasoned instructor, who served as a mentor and coach over the course of 4 weeks, representing 20% of social learning (Jennings, 2016). The mentor/coach acted as

a guide during this process and the new instructor acted as an observer for the first 1 to 2 weeks. During the second or third week, the mentor/coach assigned course management to the new instructor. This was an opportunity for the new instructor to demonstrate the application of the information covered in the first 4 weeks of training. The new instructor took the lead in all course management functions. These functions included posting announcements, responding to discussion posts, grading assignments, and conducting a live instructional session. The mentor/coach and the new instructor shared course management tasks for the remainder of the course (1 to 2 weeks; Participants A-G).

During the final phase of new instructor training, the new instructor was scheduled for their course and the mentor/coach acted as an observer. This phase of the training equates to a portion of the 70% of experiential learning or on-the-job training (Jennings, 2016). Although it is difficult to quantify the exact portion of the percentage associated with this phase of training, on-the-job training is continuous in nature, suggesting new instructors will continue to enhance existing competencies or develop new competencies as they continue to instruct. After this phase of training, the mentor/coach was required to submit a final evaluation of the new instructor by the last day, usually a Friday, of the fourth week. If the new instructor did not meet satisfactory standards, the shadowing/mentoring phase of training was repeated (Participants A-G).

The demonstration of proficiency with technology and instructional competency was essential to the successful completion of training. Upon successful completion of the training program, new instructors were eligible to receive instructional assignments. The

completion of training also signified that the new instructor understood the established performance expectations of the university (Participants A-G).

### **Performance Expectations**

Upon the completion of new instructor training, the management of the new instructor transitioned to the appropriate dean or departmental designee responsible for managing the discipline for which the new instructor was hired. The dean assessed the new instructor's course audit scores, course completion rates, student satisfaction rates, and completion of PD activities. All instructors were evaluated yearly as a minimum standard. Instructors who did not meet minimum audit, completion, satisfaction, and/or PD standards were subject to disciplinary action, up to and including termination (Participants A-G).

### **Professional Development**

According to ACCSC accreditation standards (2019),

The school must demonstrate that its faculty and educational administrators engage in on-going faculty assessment and professional development activities that: are appropriate to the size and scope of the school's educational programs; support the quality of education provided and enhance student learning and achievement. (p. 90)

At the time of data collection, NSEW University required all instructors to set and accomplish a minimum of four goals per year that included a combination of methodology (academic) and content knowledge (professional) training. Instructors were required to track, record, and report training activities quarterly. PD requirements were

prorated based on the instructor's hire date. If PD requirements were not met by the end of the calendar year, the instructor was subject to the loss of instructional assignments, up to and including termination. According to accreditation standards,

Professional development activities should include elements such as continuing education in the subject area(s) taught; teaching skill development; instructional methodology development; membership in trade and professional organizations as appropriate; and other elements appropriate for the ongoing professional development of faculty. (ACCSC, 2019, pp. 90-91)

Recruitment, new instructor training, performance expectations, and PD are factors that are vital to online instructor success (McGee et al., 2017; Portugal, 2015). Recruitment practices are designed to identify instructor candidates who meet the educational and professional experience credentialing requirements. All new instructors are required to complete new instructor training, regardless of their previous instructional experience. New instructor training is designed to ensure that new instructors possess the basic competencies required to facilitate student learning and meet performance expectations. Performance expectations for instructors encompass student engagement, course engagement, course completion, course satisfaction, and PD activities. NSEW University measures instructor success against these expectations. If instructors fail to meet these expectations, they are subject to performance improvement plans, reduction in instructional assignments, or termination.

NSEW University's instructors play an instrumental role in the success of the online adult learners they serve. The new instructor training provided by NSEW

University influences instructors' perceptions of their preparedness to apply a learner-centered approach to instruction, meet the expectations of the university, and positively influence student success. Consideration of the instructor's role and the influence of new instructor training on instructor perceptions of their preparedness raised questions about how online instructors perceive their new instructor training experiences.

### **Rationale**

While new online instructors may meet the recruitment and hiring standards and satisfy NSEW University's training requirements, their perceptions of their preparedness for teaching in NSEW University's online environment may vary from novice to mastery. At the time of this study, NSEW University did not have a process in place to evaluate new online instructor perceptions of preparedness. Without a process in place to evaluate new online instructors' perceptions of their preparedness, the university is unable to assess the effectiveness of new instructor training. While evaluating instructors' perceptions of the training immediately following completion of training has the potential to yield valuable feedback, to fully understand whether online instructors perceive the training they received prepared them for the online environment, perceptions must be evaluated once instructors have the opportunity reflect on what they learned during training and practically apply what they learned from training. Essentially, new online instructors do not know what they do not know until they put what they think or might know into practice. Evaluating instructors' perceptions after solo instruction will produce actionable data that can be used to identify the impact of training, including the identification of potential training gaps (e.g., expectations, time management,

course/materials preparation, technical issues), and inform new instructor training practices (Chi, 2015; Dana et al., 2010; Frazer et al., 2017). The purpose of this study was to explore online instructors' perceptions of NSEW University's new instructor training.

### **Definition of Terms**

The following terms were associated with online higher education, instructor(s), and adult learner(s) throughout this project study.

*Accreditation:* According to the ACCSC (2019), accreditation provides an accountability framework for institutions that first and foremost seeks to ensure that institutions offer well-developed programs that prepare students for their chosen fields of work (para. 1).

*Accrediting Commission of Career Schools and Colleges (ACCSC):* This is a nonprofit, postsecondary, nondegree-, and degree-granting accrediting body that is focused on ensuring quality educational standards. ACCSC's scope of recognition with the U.S. Department of Education includes the accreditation of postsecondary, non-degree-granting, and degree-granting institutions that are predominantly organized to educate students for occupational, trade, and technical careers (ACCSC, 2019).

*Adjunct instructors:* These are part-time, contingent employees contracted to teach one or two courses on a per-module basis (Resilient Educator, 2020).

*Asynchronous (learning):* Asynchronous learning happens on the student's schedule (The Best Schools, 2020).

*Course completion:* This refers to the number of students who complete the course with a D- or higher divided by the number of students who attempted the course (Thinkific, n.d.).

*Course management:* Course management encompasses all aspects associated with facilitating a course to include posting announcements, participating in discussion boards, advising students, submission grading and feedback, and delivering instruction synchronously via Zoom.

*(Academic) Discipline:* In the context of this study, discipline refers to a program of study (e.g., accounting, business, information technology, etc.; State University Systems, n.d.).

*Distance faculty mentoring:* Under this model, an experienced instructor provides support based on relevant experience to a novice instructor (Luongo & O'Brien, 2018).

*Instructor audit scores:* These scores represent instructors' level of engagement in their online courses to include announcements, discussion boards, assignment grading, and Zoom sessions.

*Key performance indicators:* KPIs are quantifiable performance measures evaluated against organizational or individual employee performance objectives (KPI.org, n.d.).

*Learning management system:* This is the system the university uses to deliver educational content and instruction (Mardinger, 2021).

*Module:* The module length of the training is 4 weeks, or 28 days.

*On-the-job training:* This is training that is obtained while performing hands-on related job responsibilities (Heathfield, 2021).

*Performance expectations:* These are expectations established by the university to measure instructor success; they consist of course completion, student satisfaction, instructor audit scores, and PD activities.

*Professional development (PD):* PD is training offered in addition to new instructor training to supplement and provide additional information related to best practices (Association for Supervision and Curriculum Development, n.d.).

*Shadowing (in the workplace):* In this context, shadowing references the act of a novice instructor observing the activities of an experienced instructor (Smith, n.d.).

*Student information system:* This is the database the university uses that contains all student-related information (Edwards, 2020).

*Zoom:* Zoom is a videotelephony cloud-based services used to deliver instruction synchronously in a virtual classroom (Tillman, 2020).

*70/20/10 training model:* This training model is designed to help organizations “pivot” to adapt to changing needs that promote L&D with 70% internal/experience-based learning, 20% social learning, and 10% formal learning (Jennings, 2016).

### **Significance of the Study**

Understanding online instructor perceptions of new instructor training promotes positive social change through the delineation between the instructor position and the instructor as an adult learner, espousing the duality of the new instructor as both an instructor and an adult learner through the delivery of training curriculum grounded in



critical reflection (Ajani, 2019; Gregson & Sturko, 2007; Pennington & Richards, 2016).

The outcome of this change has the potential to underscore the dearth of accountability associated with the effectiveness of new instructor training on instructor self-efficacy, preparedness, and performance expectations.

Delineating between the instructor position and the instructor as an adult learner during new instructor training informs the training approach. Without consideration for the instructor as an adult learner with prior education and experience, the training approach is one-size-fits-all. Through this study, I addressed the local problem by exploring instructors' perceptions of new instructor training. By understanding these perceptions, I identified the need for delineation between the instructional position and the instructor as an adult learner. This delineation promotes the development of training curriculum that espouses the duality of the role, which emboldens the instructor as an adult learner during training and a learner-centered facilitator in the classroom (Nafukho et al., 2017).

According to the NSEW University online instruction manual, all instructors receive the same training. Given this information, the results of the current study promoted conversations with decision-makers regarding (a) the treatment of the new instructor as an adult learner, (b) the training model, and (c) the evaluation of training effectiveness. In the larger educational context, the study findings created an awareness of self-perceived instructor competencies. According to Albrahim (2020), online instructor preparation should focus on andragogy, constructivism, and transformative

learning practices that promote learner-centered facilitation. The results of this study yielded valuable insight into instructor perceptions of new instructor training.

### **Research Questions**

Qualitative inquiry methods guided the exploration of instructor perceptions of new instructor training at NSEW University. The NSEW University online instructor manual, a demographic survey questionnaire, and semistructured interviews provided a holistic perspective of the new instructor training experience. The following research question guided the study:

RQ: What are instructors' perceptions of NSEW University's new instructor training?

I expanded this central research question into the following subquestions:

SRQ1: How do instructors feel about the training they received before teaching?

SRQ2: Do instructors perceive the new instructor training prepared them to meet expectations?

SRQ3: In what ways do instructors think new instructor training can be improved or enhanced?

### **Review of the Literature**

I conducted a comprehensive literature search through the Walden Library, course textbooks, EBSCO, Education Complete, ERIC, Google Scholar, ProQuest, SAGE Journals, SAGE Knowledge, SAGE Premier, and SAGE Research Methods Online. The selected electronic database search parameters included articles, peer-reviewed journals, and studies published between the years of 2010 and 2020. The search terms included,

but were not limited, to: *adult learning, online adult learning, online adult learners, online faculty [instructors] as adult learners, faculty[instructor] training, online training, (new) instructor training, training program(s), online training, teacher preparation, online teacher preparation, online instructor evaluation, university faculty training, faculty [instructor] perceptions of training, post-training faculty member development, student teaching, educational leadership, and K-12 teacher education*. This search yielded hundreds of articles. To reduce the number of results, I filtered and removed duplicate, out-of-date, and irrelevant sources. The final list consisted of over 89 sources that aligned with instructor perceptions of new instructor training. I considered that the nature of specific online university training practices information is proprietary and limited to internal employees. The review of the literature ceased after I realized that searches yielded the same results as previous searches, which signified saturation.

### **Theoretical Framework**

Mezirow's (1997) transformative/transformational learning (TL) theory served as the theoretical framework that guided this study. The conditions that support TL are: (a) life experience, (b) critical reflection, (c) discourse, and (d) action (see Coghlan et al., 2014). TL focuses on the locus of learning from the learner's critical reflection of individual life experiences. This level of reflection results in the construction of new meanings. Discourse is the social framing and reinforcement of newly constructed meanings through identifying common understandings (Merriam et al., 2007). Meanings are often situated in interactions between new instructors, the ADFD, and mentors, also known as *more knowledgeable others* (McLeod, 2018) during training. Those instructors

who fully engage in discourse with others are more likely to identify, implement, and share best practices (Bandura, 1977; Rogers, 1969; Schaefer et al., 2019). In the context of this study, it was necessary to ensure that the role of the instructor was autonomous from the role of the instructor as an adult learner, despite correlated interdependence.

The ontological relationship between TL theory and adult learning theory underpinned this study (see Cox, 2015). When approaching newly hired instructors as adult learners, it is important to acknowledge the following assumptions: (a) adult learners encompass previous experience and future desired experiences; (b) they are autonomous with a preference for self-directed learning; (c) they want to know what they need to know to achieve goals and do not know what they do not know; (d) they realize that learning retention happens best when they are ready to learn; (e) they desire to utilize what they learn to solve personal and/or professional problems in the present and future; and (f) they are intrinsically motivated to better themselves and, by extension, their situations. This approach reinforces the application of the theoretical framework of transformational learning. New instructor training that focuses on the following will promote a more informed training approach regarding (a) how existing and future experience(s) shape current learning, (b) the importance of meeting new instructors where they are in their learning process to promote autonomous learning, (c) what new instructors need to know and why (relevance to new instructor), (d) how new instructors plan to apply what they learn from past/current learning experience(s) to future situations (relevance to others), and (e) the reason(s) they desire to share meanings from learning experiences (Conaway & Zorn-Arnold, 2016; Thompson, 2020).

Based on NSEW University's online instructor manual and the analysis of participant interview responses, I determined that NSEW University does not employ a specific approach to new instructor training when it comes to learning theories, instructional design (ID), L&D, or training for new online instructors. In the context of this study, ID refers to the content, structure, and delivery of training or education designed to create effective learning experiences (Peck, 2020). Learning refers to a process by which information is internalized, processed, and stored for application. The process of learning can range in complexity based on the type of learning (classical conditioning, operant conditioning, or observational learning), the topic, learning style of the learner (i.e., visual, aural, reading/writing, and kinesthetic), and the expected level of engagement of the learner (passive pedagogy or active andragogy). Development refers to the growth that resonates from reflecting upon and applying learned skills/behaviors in a way that promotes mastery or transforms meanings. Training is defined as teaching or instructing others to apply new skills/behaviors (Barnes, 2014).

To better understand NSEW University's new instructor training, I researched existing learning theories, L&D, ID, training, and evaluation models. Most models are associated with corporate training or specific methods of design. Understanding the relationship between these concepts was fundamental to the collection and analysis of the qualitative data. These concepts—coupled with Mezirow's TL, underpinned by adult learning principles—augmented the need to elucidate the role of the instructor as an adult learner during new instructor training. The relationship between TL and adult learning theory implied the use of multiple lenses through which to view the problem. This is

referred to as theoretical triangulation (Burau & Andersen, 2014; Harvey, 2020).

Theoretical triangulation coalesced TL, adult learning theory, research, and qualitative data into meanings used to develop the final project (see Ravitch & Carl, 2019).

### **Review of the Broader Problem**

#### **Online Adult Learners**

Online institutions are growing rapidly (Allen & Seaman, 2017; Ortagus, 2017). This growth is the result in part of an increase in the number of migrant adult learners looking for a flexible and convenient learning environment (Crawford-Ferre & Wiest, 2012; Kara et al., 2019). The online environment offers adult learners the freedom and flexibility to determine how, when, and where learning takes place (Armstrong, 2011; Ilgaz & Gulbahar, 2017). Online institutions have evolved to accommodate the diverse needs of adult learners by integrating synchronous and asynchronous courses designs (Kenner & Weinerman, 2011; Kim & Frick, 2011; O'Toole & Essex, 2012; Phipps et al., 2013; Pickett, 2019; Sandoval, 2017; Stein et al., 2009). For example, the addition of scheduled didactic (i.e., synchronous) and increased instructor engagement—coupled with a self-directed, linear model and access to course content—may provide adult learners with even more freedom and flexibility, while accommodating their learning needs (Merriam et al., 2007; Pereira & Wahi, 2018).

In addition to the convenience and flexibility of an online learning environment, adult learners are motivated to build on life experiences, apply knowledge contextually, and foster a better quality of life (Holyoke & Larson, 2009; Woodson-Day et al., 2011). Adult learners seek the application of educational content to real-world

situations/problems and expect online instructors to bridge the gap between theory and practice of concepts (Diep et al., 2019; Getzlaf et al., 2009; Lei, 2010).

### **Online Instructors as Adult Learners**

Online instructors are faced with the challenges of acclimating to and navigating the online environment and meeting the needs of a diverse adult learner population (Bourdeaux & Schoenack, 2016; Kebritchi et al., 2017; Saltmarsh & Sutherland-Smith, 2010). The nature of the online environment requires a high level of commitment from instructors (Green et al., 2009; Kaser & Hauk, 2016). Whether a first-time online instructor or an experienced instructor transitioning from a face-to-face to an online environment, online instructors must possess or acquire the competencies for navigating the online environment and meeting the needs of online adult learners (Arasaratnam-Smith & Northcote, 2017; Martin et al., 2019). The online instructors who do not possess or acquire these competencies through formal training will struggle to ensure the success of their learners (Batts et al., 2010; Capra, 2011; Chicharro et al., 2019; De Gagne & Walters, 2009; Kebritchi et al., 2017; Orr et al., 2009; Shepherd et al., 2008).

The ability to influence learner motivation and academic achievement is predicated upon constructive instructional methods (Goddard et al., 2004; Hattie, 2019; Paquette, 2018). Constructive instructional methods are established during initial training/preparation and once established, can be impervious to change (Shepherd et al., 2008; Tschannen-Moran et al., 1998). Online institutions have a responsibility to provide instructors with the necessary training to develop online teaching competencies (Blair, 2010; Onsmann, 2011); unfortunately, training for online instructors is often lacking

(Anurag & Brajesh, 2009). Adequate instructor training includes mentorship, creating and maintaining a portfolio, teaching evaluation, and opportunities for self-reflection (Dimeo, 2017; Morton, 2012; Schmidt et al., 2016).

Existing research suggests online instructor training should be designed to transform new online instructors—who are also adult learners—into successful instructors through experiential learning (Budhai & Skipwith, 2016). For this transformation to take place, new online instructors must be provided with the opportunity to reflect on their experiences (Christie et al., 2015; Wlodarsky, 2018). The process of reflection allows instructors to reinforce existing and/or formulate new meanings. This practice empowers transformation and enhances the online persona/presence (Baran et al., 2011; Nevgi & Löfström, 2015; Richardson et al., 2015).

### **Implications**

My review of the existing body of literature shed light on the lack of research on the topic of instructor perceptions of instructor training in online higher education learning environments. This lack of research indicates gaps in training evaluation and a lack of consideration for the instructor as an adult learner. These elements are essential to designing training that takes into consideration the instructor's perception of the training experience and meeting university performance expectations and ID that promotes L&D for new instructors as adult learners.

The findings of this study informed the construction of a 3-day PD training for university stakeholders involved in decision-making associated with the recruitment and training of new online instructors. The PD training covers the study findings, exploration



of the existing new instructor training, ID, L&D models, training, and evaluation models that promote the application of adult learning theory. The 3-day PD training concludes with hands-on training that allows stakeholders to identify the best ID, L&D model, training and evaluation model that meets the needs of new online instructors. The delivery method for this training is online, utilizing live Zoom sessions and NSEW University's LMS. This delivery method is the most appropriate considering stakeholders work remotely.

This training is not designed to present a response or a solution to the identified problem. It is designed with the intent of allowing university stakeholders to identify the best response or solution based on desired outcomes and resources available. The online training modules are scaffolded and developed with adult learners in mind. Each online training module is self-paced and does not expire. The positive social change implications of this study include the delineation of the instructor position and the instructor as an adult learner, espousing the duality of the new instructor as both an instructor and an adult learner, and a training curriculum grounded in critical reflection that emboldens the role of the instructor as an adult learner.

### **Summary**

Through this project study, I aimed to explore online instructor perceptions of new instructor training. In Section 1, I narrowed the scope of the identified problem from broad to local with a focus on online instructor perceptions of new instructor training at one online university. I described the theoretical framework, underpinned by adult learning theory, including a synopsis of the body of research supporting the need to

conduct the study. I presented the logical connections among the key elements of the framework and described how the framework relates to the study approach and the overarching research question. Additionally, I discussed the literature review process and demonstrated topic saturation.

In Section 2, I will describe the qualitative descriptive research design, explain how it derived logically from the problem, and discuss why other research designs were not appropriate for studying this phenomenon. In this section, I also address the participant selection criteria, the procedures for gaining access to participants, the methods for establishing a research-participant working relationship, and the measures for protecting participant rights to include informed consent, confidentiality, and protection from harm. This section also includes discussions of the data collection and analysis processes, the data analysis results, and the study limitations.

In Section 3, I will introduce and describe the project that resonated with the analysis of the participant survey questionnaires and the semistructured interviews. I designed an introduction to new instructor training program development utilizing the university's LMS. The objectives of the PD training addressed instructors' perceptions of preparedness, the role of the instructor as an adult learner, and new instructor training approaches. The findings of the current study and my literature review informed the creation of a 3-day PD training. This section also includes the plan to evaluate the project and the project implications.

Section 4 provides an opportunity to share my reflections on the importance of the work and to share conclusions drawn from my experience conducting the project study. I

addressed project strengths, limitations, and shared alternative approaches for consideration. This section includes suggestions for how this project might positively impact social change at the organizational level and includes consideration for the extent of potential social change. Section 4 concludes with my perspective of the methodological/theoretical implications, future recommendations for both practice and research, and an affirmation that encapsulates the key essence of the current project study.

## Section 2: The Methodology

### **Research Design and Approach**

Through this qualitative descriptive study, I aimed to explore and understand online instructor perceptions of NSEW University's new instructor training. This section includes a description of the research design and a justification of the research design that derived logically from the problem and guiding question. I describe the criteria for selecting participants, provide the rationale for the number of participants, describe the procedures for gaining access to study participants, present the methods for establishing researcher-participant working relationships, and detail the measures for addressing the ethical protection of study participants. I conclude Section 2 with the description and justification for data collection, data analysis procedures, and data analysis results. I used a qualitative descriptive research design to answer the following guiding research question:

RQ: What are instructors' perceptions of NSEW University's new instructor training?

The following subquestions underpinned the guiding research question:

SRQ1: How do instructors feel about the training they received before teaching?

SRQ2: Do instructors perceive the new instructor training prepared them to meet expectations?

SRQ3: In what ways do instructors think new instructor training can be improved or enhanced?

The problem that guided this study was a lack of understanding about how online instructors perceive NSEW University's new instructor training. The guiding research question was:

RQ: What are online instructors' perceptions of NSEW University's new instructor training?

Accordingly, the purpose of the study was to explore online instructors' perceptions of NSEW University's new instructor training.

To identify the best research design and approach to explore this phenomenon, I researched mixed methods, quantitative, and qualitative designs. A mixed methods design applies both qualitative and quantitative designs. Mixed methods designs are useful when one design does not provide a well-rounded view of the problem (Creswell & Creswell, 2017). Quantitative research designs focus on measuring variables, testing objective theories, and quantifying data related to smaller aspects of the problem (Allen & Seaman, 2017; Creswell & Creswell, 2017). Qualitative research designs seek to explore and understand real-world social phenomena (Creswell & Creswell, 2017; Rossman & Rallis, 2017). It was not the purpose of this study to quantify aspects of instructor perceptions of lived experiences through measuring variables or testing objectives; therefore, it was evident that neither quantitative nor mixed methods designs were appropriate. The purpose of this study was to explore instructors' perceptions of and the meanings that they attribute to lived experiences. Based on this study's purpose, a qualitative design was necessary to elicit data that provided an in-depth description of instructor perceptions based on constructed meanings of lived experiences.

The qualitative design approaches that I considered for this study included case study, grounded theory, ethnography, narrative, and phenomenology. McGregor's (2018) list of qualitative designs also included content analysis and historical qualitative research approaches; however, I omitted them from consideration due to this study's context. Case studies are extensive and explore the phenomenon in-depth over time using multiple data collection methods and resources (Frey, 2018). I focused on the numerous perceptions of the same phenomenon within a specific time frame; therefore, a case study was not an appropriate approach. The grounded theory approach focuses on developing theories based on the data (Frey, 2018; Schwandt, 2015). While the development of new theories was a potential outcome of this study, Mezirow's (1997) TL theory and adult learning theory framed this study. Ethnography focuses on understanding the patterns of culture-sharing groups (Creswell & Poth, 2018). Ethnography was not an appropriate approach because this study's focus was not on culture-sharing groups' patterns. Narrative research focuses on stories/storytelling (re-storying) of individual life experiences (Murray, 2018). The aim of this study was not to retell participants' unique life experiences. Lastly, phenomenological research focuses on describing a shared lived experience (Creswell & Poth, 2018; Giorgi et al., 2017). Based on my study of these five approaches, it was evident that a qualitative descriptive design was the most appropriate because of the focus it places on those who experienced the phenomenon (Giorgi et al., 2017; Korstiens & Moser, 2017; Lambert & Lambert, 2012; Sutter, 2012).

Salkind (2007) stated that qualitative descriptive research design is naturalistic and focused on examining specific events. The events I examined were individual

instructor perceptions of their experiences during new instructor training. The findings provided insight into how instructors perceive new instructor training, instructor perceptions of preparedness to meet institutional expectations, the instructor's treatment as an adult learner, and the instructor's opportunity to reflect upon/evaluate newly learned/enhanced application competencies.

A qualitative descriptive design was applied to explore this phenomenon at a 4-year online university in the Western United States. A survey questionnaire helped identify study participants based on the participant survey responses and provide a more holistic perspective of the instructor's experience, including other factors that might influence the instructor's perceptions of new instructor training. The use of a survey questionnaire is not an uncommon practice when conducting qualitative research. Vehovar and Manfreda (2017) suggested that survey questionnaires coupled with interviews strengthen the validity of the data collected. I selected participants based on the criteria of (a) their completion of new instructor training at least 2 years before the start of data collection, and (b) consent via Question 12 in the survey questionnaire to contact regarding the opportunity to participate in one-on-one, semistructured interviews.

## **Participants**

### **Participant Selection Criteria**

I established participant selection criteria based on the convenience of time and employment status with the university (see Allen & Seaman, 2017). I employed purposeful (purposive) sampling and criterion sampling strategies (see Creswell, 2013; Schreier, 2018) based on existing sample frames to satisfy the empirical purpose of this

study, which was to elicit data that addressed the research question. Combining these sampling strategies produced a homogenous sample of nine participants (see Salmons, 2016).

Participant sampling was based on membership in a subgroup (i.e., program/discipline) and defining characteristics (i.e., participant criteria; see Creswell, 2012). The subgroups included online instructors from the general education, graphic arts, information technology, and health sciences departments. I excluded the accounting and business department from the population due to the previous leadership positions I held in the department and to minimize potential researcher bias. Online instructors from the respiratory therapy program were also excluded from the population as many of the respiratory therapy instructors were not required to participate in new instructor training.

The responses from the demographic survey questionnaire were the initial source of participant data. This initial source of data proved useful in identifying participants who met the research criteria for the study. The study's research criteria included instructors who (a) completed new instructor training at least 2 years before the start of data collection, and (b) provided contact information to indicate their interest in participating in a one-on-one semistructured interview. The results of the demographic survey questionnaire produced a smaller sample size for semistructured interviews.

This study's focus was not on the quantity of data collected, but rather the quality of data collected (see Roulston, 2010; Walby & Luscombe, 2016). Although formal guidelines do not exist to identify the ideal sample size for qualitative descriptive research, a small sample is acceptable. The intent of the study was to explore the essence



of instructor perceptions of their experience (see Schreier, 2018). Guetterman (2015; also referenced in Schreier, 2018) analyzed 11 phenomenological studies and identified 15 as the average sample size for educational studies, with samples ranging between eight and 31. Creswell (2013) suggested that sample sizes for phenomenological studies range between three to 10 participants (i.e., cases). While heuristic research requires a minimum of one participant, according to Moustakas (1990), richer, more in-depth studies consist of 10-15 coresearchers (i.e., participants). The term *saturation* surfaced during my research on sampling strategies/techniques/methods. While this is a concept often associated with grounded theory and consists of the researcher collecting and analyzing data simultaneously to determine whether data collection should continue (Seidman, 2019), I did not intentionally employ saturation as a sampling strategy. The semistructured interview questions, however, elicited repetitive data early in the interview process. While employing a saturation strategy might yield a sample size that aligns with Creswell's (2013) recommendations, the remaining semistructured interviews elicited perceptions of the phenomenon that did not surface during the previously conducted participant interviews. These perceptions were instrumental in creating a more in-depth view of how instructors perceived the phenomenon.

### **Gaining Access to Participants**

Upon receiving approval from the Walden Institutional Review Board (IRB), I submitted a written request for permission to research the executive director of NSEW University. My Walden IRB approval number for this study was # 03-26-15-0273250. Once I received permission from the executive director, I emailed each program dean (or

gatekeeper) the acknowledgement of approval and letter to program dean along with a copy of the invitation letter to potential research participants for informational purposes. The invitation letter to potential research participants explained the study's purpose and nature, including representing the study findings in the form of a project deliverable (see Morris, 2015). A separate follow-up email was sent to the program dean (or gatekeeper) to request a list of instructor email addresses because participants were not readily available (see Gaudet & Robert, 2018). I used the email addresses I received to provide each instructor with a copy of the invitation letter to potential research participants and the informed consent form. The data collection process began after instructors responded to the invitation letter to potential research participants and the informed consent email with "I consent and agree to participate in this study." Each consenting participant received a separate email that contained the link to the electronic survey (see Gaudet & Robert, 2018).

The survey prompted the participant to indicate an interest in participating in a one-on-one interview and for permission to contact the participant to schedule an interview. I only contacted participants who agreed to participate in one-on-one semistructured interviews via email with a request to schedule an interview date and time. I provided consenting participants with a meeting invitation, a unique meeting link, and a copy of the interview questions.

### **Researcher-Participant Working Relationship**

Developing researcher-participant working relationships requires establishing trust through connection, transparency, and following through to meet the set

expectations (see Ravitch & Carl, 2016). To establish a connection with study participants, I explained my professional experience related to the local problem and guiding research questions. In addition to this self-disclosure and explanation, I reminded participants of the study guidelines outlined in the invitation to participate and the consent form. I also briefed participants on the procedures at the beginning of each interview. This approach promoted awareness, openness, and collaboration (see Seidman, 2019).

The literature refers to study participants as co-researchers, collaborative partners in the research. For the sake of consistency, I used the term *participants* throughout the study. The use of the term participants is not a disregard for the participant's role as a researcher in the study. All participants became co-researchers when they consented to participate in the collaborative effort to share their interpretations and voice their lived experiences of the phenomenon (Given, 2008).

The proximity and extent of the researcher-participant working relationship were essential considerations in this study. Establishing a researcher-participant working relationship with each participant was of the utmost importance and promoted ethical responsibility (Brinkmann & Kvale, 2018; Gaudet & Robert, 2018). While it was likely that participants knew my name based on my current membership and my previous leadership roles with the same organization, I did not have prior or existing professional or personal relationships with the study participants.

Due to the organizational culture and the subcultures that existed, I established and maintained a relatable but distant relationship (Gaudet & Robert, 2018; Seidman,

2019). The structure of the research informed the extent of the researcher-participant working relationship. The working relationship between the researcher and the participants did not extend beyond completing the survey, semistructured interviews, and member checking (Given, 2008).

### **Protection of Participants' Rights**

The ethical protection of study participants was of the utmost importance throughout the study. I adhered to all IRB ethical and confidentiality policies to ensure participants were not at risk of harm and to protect their human rights throughout the study (Buchanan & Hvizdak, 2009; Creswell, 2009; Lodico et al., 2010; McGinn, 2018; Quinney et al., 2016; Wolgemuth et al., 2015). Participation in this study was strictly voluntary. I did not employ coercion, manipulation, or authority (personal or professional) to elicit participant involvement in the study. The Informed Consent Form included the right to withdrawal from the study at any given time, the purpose of the study, an explanation of the data collection procedures, participant confidentiality protection, a list of known risks associated with participation, and the potential benefit(s) of the study to the greater body of knowledge (Bogdan & Biklen, 2007; Creswell, 2013; Rothwell et al., 2014). I only contacted those who consented to participate in the study. Participants were required to respond to the initial invitation email with “I consent and agree to participate in this study.” Participants who did not consent to participate were not contacted again (Gaudet & Robert, 2018).

I omitted participant information such as names, email addresses, and department information from the final study for confidentiality purposes. I used pseudonyms to

conceal the identities of study participants. The participants of this study are referred to only as Participant A, Participant B, Participant C, Participant D, Participant E, Participant F, Participant G, Participant H, and Participant I (see Allen & Seaman, 2017; Gaudet & Robert, 2018).

To the best of my ability and knowledge, the nature of my research did not subject participants, including myself, to psychological or physical harm. The virtual interview setting made it challenging to discern if participants experienced psychological or physical harm. The only form of observation was the sound of the participant's voice and background noise. Given the interview setting, I focused intently on the tone of voice and the pace of the participant's response to the questions, repeating and clarifying questions as requested. The results of the interviews and the process of member checking did not elicit evidence that suggested participants experienced or perceived they experienced harm or that they perceived the focus on the depth of their lived experiences of the phenomenon to be intrusive (Given, 2008; Lester & O'Reilly, 2019). As the researcher, the primary instrument, and a participant in this study, I did not experience psychological or physical harm.

## **Data Collection**

### **Instruments and Sources**

Considering this study's online context, I used an electronic survey questionnaire and one-on-one semistructured interviews to collect data. I developed the survey, the interview protocol, and the semistructured interview questions. The survey questionnaire collected demographic information and initial instructor perceptions of new instructor

training. I designed the semistructured interview questions to elicit in-depth responses to questions surrounding instructor perceptions of new instructor training (Brinkmann & Kvale, 2018; Frey, 2018; Roulston, 2013).

The faculty member electronic survey was distributed to over 100 instructors teaching in all departments, excluding accounting, business, and respiratory therapy. The survey questionnaire served as one method of data collection. It was designed with closed-ended questions to collect demographic and experiential background information (Allen & Seaman, 2017). The list of closed-ended questions included two questions explicitly designed to identify respondents who met the research criteria to participate in the semistructured interviews.

The interview questions were aligned with the guiding research question and elicited responses about instructor perceptions of new instructor training. As the primary data collection instrument, I took steps to preserve online instructor perceptions of work-life experiences and beliefs and free of disruptions or influences (Frey, 2018; Hammersley, 2013).

### ***Survey Questionnaire***

The survey questionnaire contained 12 questions. The survey questionnaire responses provided information about the characteristics of the population. Specifically, instructors provided information about the number of months/years of online teaching experience, the number of educational institutions affiliated with at the time of the survey, status (full-time, part-time/adjunct), participation in other online new instructor training programs offered by the instructor member-affiliate institutions, and the portion

of instructor education completed in an online environment. These questions served to provide a snapshot of the online instructor's lifeworld (see Frey, 2018) and the factors that may inform or influence their perceptions of new instructor training. I used Question #3 of the survey questionnaire and Question #12 to identify survey participants who met the study criteria. Question #3 prompted participants to indicate how long they worked for the university in months or years. Question #12 of the survey questionnaire prompted each participant to indicate if they were interested in participating in a one-on-one interview and requested permission to contact the participant to schedule an interview. If the participant indicated "Yes," they were required to provide their names, email addresses, and phone numbers.

Participants were required to provide only their email addresses to SurveyMonkey to complete the survey. I informed participants that the collected information and the email addresses used to access the survey were strictly to schedule the interview. Participant email addresses were not sold or used in an unauthorized manner by SurveyMonkey. Participants were aware that SurveyMonkey would not use their email addresses for activities unrelated to the survey's purpose, excluding the email addresses provided in response to Question #12. I stored the data with SurveyMonkey until I canceled the account. Before canceling the account, I downloaded all survey data to my personal, external hard drive.

### ***Semistructured Interviews***

I conducted semistructured interviews with online instructors to elicit specific, individualized, open-ended responses (Salmons, 2016). I conducted semistructured

interviews virtually using only the Zoom audio feature. I procured a 1-month registration for this service upon the receipt of IRB approval. Zoom is a cloud-based meeting company that provides video conferencing, online meetings, and a host of other features that include multiple device accessibility. Annotation and MP4 or M4A recording capability were available with my Zoom Pro Plan account. The ability to download the MP4 files was essential to the transcription process. Another key feature of the Pro Plan included user management and reporting capability, which proved beneficial in managing participant access and data collection, addressing the challenge of tracking participant conversations (Zoom, 2017).

Data collection integrity and ethical, qualitative standards were of the utmost importance; I followed all data collection standards and took the appropriate precautions during the interviews. To address potential authenticity, confidentiality, trustworthiness, privacy, and ethical issues associated with virtual-based interviews, each participant received a unique meeting invitation. Participants were not required to register with Zoom to access the scheduled interview, thereby safeguarding participants from exposure and having personal data sold and distributed to third parties for marketing purposes.

I scheduled all semistructured Zoom interviews in advance. Participants received a unique Zoom meeting invitation that included a link to access the Zoom meeting room. I did not share the unique Zoom meeting links with others, and to the best of my knowledge, the participants did not share their unique Zoom meeting links with others. All participants attended their interviews on their scheduled dates. I followed the interview guide (see Frey, 2018) and used the same set of questions for each interview. I



accessed the Zoom room as early as 5 minutes before the scheduled interview start time. I set up the attendee notification feature in Zoom before each meeting to chime when the participant entered the room. When participants accessed the Zoom link, they gained immediate access to their unique Zoom room. Upon entering the Zoom meeting room, I informed the participant that I would immediately begin recording the interview. Next, I informed the participant that the purpose of the procedure was to record the scripted introduction, verbal consent to participate and to have the interview recorded. While this was not necessary since I retained the copies of the emails with participant consent, it was an additional form of consent if a participant showed up to the scheduled interview to request to withdraw from the study.

The interview guide included the purpose of the study, the right to confidentiality and privacy, and reminded of the option to withdraw from the study at any time before final publication (see Huss et al., 2015; Jacob & Furgerson, 2012). I informed participants before and after each interview that the recordings would ensure accuracy during the transcription process. All interview recordings were converted, saved, and downloaded from Zoom as MP4 files to my personal, external hard drive. I provided participants with the option to provide additional information before transcription and after a thorough review of the interview transcript (see Birt et al., 2016).

### **Role of the Researcher**

As the researcher, it was imperative to consider the role that I played as a reflexive instrument during data collection (see Berger, 2013; Bishop & Shepherd, 2011; Hammersley & Traianou, 2014; Karagiozis, 2018; Pezalla et al., 2012). Considering my

role as a reflexive instrument, I engaged in self-reflection of my new instructor training perceptions to identify potential biases (Anderson & Herr, 2015).

My previous roles with the university, excluding the interim dean position, were in the business and accounting department. The academic program silos and the omission of the business and accounting department from the larger population of instructors surveyed intentionally eliminated instructors with whom I established a working relationship (Raheim et al., 2016). Although my position as the interim dean was high-profile, I did not directly interact with instructors.

At the time of data collection, I worked as a full-time instructor for NSEW University in the accounting and business department. Due to my position with the university at the time of data collection, I excluded the accounting and business department instructors from the overall population sample (Raheim et al., 2016). It is important to note that I am not—nor have I ever been—responsible for training online instructors working for NSEW University.

I developed the semistructured interview questions in alignment with the research context and with the aim of better understanding how online instructors perceive new instructor training (Bansal et al., 2018). I approached semistructured interviews from the perspective of the limited knowledge I gained from participating in the technical portion of the training 5 years before collecting the data. This approach minimized research subjectivity and ensured I did not engage in unethical research practices such as leading participant responses or influencing their perceptions of their experiences. Despite my personal and limited knowledge of new instructor training, I engaged in self-reflection

before each interview to address my personal feelings and assumptions. To fully engage in self-reflection, I wrote out my responses to the interview questions. While conducting interviews with participants bridged gaps in my knowledge of new instructor training, participant perceptions of the training did not inform my perceptions; our experience of the phenomenon was vastly different. Engaging in the process of self-reflection provided a clear picture of my limited understanding of new instructor training.

### **Data Analysis**

#### **Survey Questionnaire Analysis Method**

Over 100 full- and part-time instructors received access to the survey questionnaire. I designed the survey questionnaire to elicit data that I could use to identify respondents that met the study criteria and as a form of triangulation. A total of 18 instructors completed the survey questionnaire, and 14 of the 18 indicated an interest in participating in a one-on-one semistructured interview.

The survey questionnaire included questions about participants' employment status, age range, time with the university, years teaching online, years teaching in higher education, other online college university employment, average number of courses taught per module, highest degree earned, previous online teaching training, understanding of expectations, and the quality of the online faculty member training. I used demographic data to better understand each instructor's background and identify instructors who met the study criteria. The questions related to the participant's time with the university and whether the participant was interested in participating in a one-on-one semistructured interview with me, which were the criteria used to identify study participants. I compared

the questions related to understanding expectations and the quality of online faculty member training to participants' responses during the one-on-one semistructured interviews.

### **Semistructured Interviews Analysis Method**

Interviews were scheduled for up to 60 minutes and ranged from 16 minutes to 52 minutes; however, the average interview length was 32 minutes and 39 seconds. I used a simplified version of Moustakas's (1994) modified Stevick-Colaizzi-Keen (SCK) method of analysis (see Creswell, 2013). Before conducting interviews, as both the researcher and a participant, I engaged in self-reflection of my attitudes and beliefs based on my new instructor training preconceptions. This practice, known as *epoche`*, involved extracting my attitudes and beliefs from the research to set aside biases and prejudgment (see Moustakas, 1994). Engaging in *epoche`* required me to bracket my own experiences with new instructor training and experiences related to the roles I held with the university, especially roles in which I directly supervised or interacted with instructors.

Initial transcription of the audio recordings occurred within 24 hours of each interview. I transcribed interviews verbatim into a Microsoft Word document. I transcribed interviews within 1 week of the initial interview date, and I completed the transcription process again for each interview. I then compared both transcriptions to ensure that I compiled all data provided by each participant into one final transcribed interview for each participant. I did not utilize any other tools for data analysis.

I began the interview transcript analysis by identifying non-repetitive statements and words aligned with instructor perceptions of new instructor training. After identifying

significant and non-repetitive statements, I created a list of meaning units or themes. I used these themes to develop a textural description of what the instructors experienced during new instructor training, to include verbatim examples provided by instructors during the interviews. Next, I developed a structural description of how the experience happened, focusing on the online learning environment setting and the training they received to prepare them to teach in an online learning environment. Lastly, I composed a description that captured the essence of what each instructor experienced and how they experienced new instructor training (see Creswell, 2013; Frey, 2018; Percy et al., 2015; Roulston, 2013; Saldaña, 2013; Salmons, 2015; Watling-Neal et al., 2015).

### **Evidence of Quality**

According to Treharne and Riggs (2015), systems exist to assess qualitative research quality. These systems include credibility, transferability, dependability, confirmability, and authenticity (see Lincoln & Guba, 1985). Treharne and Riggs (2015) expanded on these systems by including personal reflexivity, end-user involvement, the transferability of findings, and the triangulation of data sources.

Survey questionnaire data accurately represented all participants, including those who did not elect to participate in the study and those who did not meet the criteria to participate in the study. Only those who indicated an interest in participating in the study and met the study criteria and were contacted to participate in the semistructured interviews. I triangulated the data by transcribing the audio recordings twice and engaging in member checking. This form of triangulation strengthened the validity and credibility of the data collected (see Lambert, 2013; Treharne & Riggs, 2015). I used

iterative bracketing, which ensured that my experiences did not influence my role as the researcher-participant, the participant interview responses, or my interpretation of the phenomenon (Nelson & Cutucache, 2017). The application of personal reflexivity and iterative bracketing promoted epoche`, thus strengthening confirmability.

I used member checking to authenticate the findings. Participants were provided with and asked to comment on a final, polished transcript report as a form of validation through synthesized member checking (see Birt et al., 2016; Buchbinder, 2011; Creswell, 2009). Member checking provided participants with the opportunity to validate my interpretations of their responses, especially to identify responses recorded and interpreted as contradictory to their feelings or beliefs associated with their perceptions (see Ravitch & Carl, 2016).

The potential for transferability exists in a broader conceptual context. The results of this study accurately represent instructor perceptions of new instructor training at NSEW University. Although the sample size represented a small fraction of the overall instructor population, I believe the study design promogulated reliable data that describes the essence of instructor perceptions of new instructor training.

I limited the scope of this study to one of many universities offering online courses. Limiting the scope to one of many universities offering online courses limits the ability to generalize the study results. The study's additional potential limitations include lack of representation from each university department, lack of awareness of other departmental recruitment/training requirements, changes to new instructor training before completing this study, and lack of participant transparency when describing experiences.

### **Procedure for Discrepant Cases**

Discrepant or negative cases in qualitative studies refer to inaccuracies due to misinterpretations of the data or outliers that merge with the themes identified during data analysis. It is essential to identify and address discrepant participant perceptions of lived experiences to validate the data (see Creswell, 2013). Misinterpretation of the data is often the result of subjectivity during data analysis (see Allen & Seaman, 2017).

Discrepant or negative cases are addressed in the Data Analysis Results section and demonstrate consideration for subjectivity and possible data interpretations.

## **Data Analysis Results**

### **Survey Questionnaire Data Analysis Results**

While over 100 instructors received an invitation to participate in the survey questionnaire, only 18 participated. These data represent all survey participant responses from the survey questionnaire. The responses to the question about employment status with the university indicated that 10 of the 18 participants serve as adjunct/part-time instructors. While age was not a criterion for this study, the majority (66%) were aged 46 years or older. Time employed with the university was a criterion for identifying potential interview participants. Based on participants' responses, 83% of the participants had worked for the university for over 1.5 years. The same results occurred for the number of years associated with teaching experience; 83% of the participants had 1.5 years of cumulative, online teaching experience. Three more participants indicated that they have 2 or more years of cumulative online expertise than that of the number of participants who indicated that they have been with the university more than 2 years; this suggests

that the three participants who have 2 or more years of cumulative online experience taught or are currently teaching for other institutions that offer online courses.

The survey prompted instructors to quantify the number of years' experience teaching in higher education, and 17 participants indicated having 2 or more years teaching in higher education. In contrast, one participant showed 1.5 years of teaching in higher education. One participant skipped the question about working for other online colleges/universities while eight responded "yes," and nine responded "no."

Participants were prompted to indicate, on average, how many courses they teach per module with the university; one participant skipped the question, nine showed two-to-three courses, and five indicated not more than one. Eleven of the 18 participants hold a master's degree, and seven participants have a doctorate degree. Ten of the 18 participants indicated they previously participated in online instructor training programs with other colleges/universities. Seventeen of the 18 participants suggested they understand the university's expectations; one participant skipped the question.

The participant who skipped Question #10 regarding expectations also skipped question #6 related to working for other online colleges/universities and Question #7 about the number of courses taught per module. The responses to Question #11 associated with the quality of the university's online faculty member training program varied; six participants indicated the quality of the training was "excellent," nine participants indicated the quality of the training was "very good," and two participant responses indicated the quality of the training was "good." One participant indicated the



quality of the training was “fair” (see Figure 1). Fourteen participants showed an interest in participating in a one-on-one interview.

**Figure 1**

*Question 11 Survey Questionnaire Responses*



*Note.* Participant’s label refers to those who participated in the semistructured interviews, and XNI label refers to those who did not participate in the semistructured interviews.

Upon analyzing the responses of the survey participants, I eliminated four because they did not meet the established research criteria. Initially, I began conducting interviews with 10 participants. After completing a more in-depth investigation, one of the 10 did not meet the established participant criteria. I eliminated the data collected during the participant's interview from the study findings.

## **Semistructured Interview Data Analysis Results**

All nine participants provided the same description of the structure of new instructor training; their descriptions included a 12-week process, with the first 4 weeks focused on technical training, the second 4 weeks shadowing a mentor/coach, and the last 4 weeks facilitating a course with the mentor/coach, shadowing/observing course facilitation to provide feedback (Participants A through I).

When I compared the participant survey questionnaire data with the semistructured interview data, the results indicated positive instructor perceptions of the university's new instructor training, the training meets immediate needs, and that the quality of training ranges between very good and excellent. For example, Participant A stated, "It was a good experience overall," and Participant F said, "Overall, it was pretty good. There were definitely some points where I was maybe a little frustrated or confused." The survey questionnaire participant who indicated that the quality of new instructor training was fair expressed an interest in participating in the semistructured interview; unfortunately, due to the participant's position with the university at the time of data collection, the participant did not meet the study criteria.

### ***Results for Subresearch Question 1***

Instructors were asked to describe their training experiences, how they felt about the training they received prior to teaching, and what was covered during initial faculty member training. These questions were designed with the intent to encourage reflection and elicit rich descriptions about their perceptions of new instructor training. Although most instructor responses indicated the training experience was positive and valuable,

some instructors described their training experience as overwhelming, rushed, and ad hoc.

**Themes from Subresearch Question 1. *Theme 1: Training Was***

***Comprehensive, Organized, and a Positive Experience.*** Overall, participants were complimentary and appreciative of the provided training. Participant A described the training experience as, “a very positive experience.” Participant C reflected on training experiences at other institutions and described how new instructor training at NSEW University compares. “Honestly, of all the institutions I’ve taught for I would say this was the most comprehensive.” Participant G also used the word comprehensive to describe the training.

***Theme 2: Some Aspects of New Instructor Training were Overwhelming, While Others Lacked Breadth, Depth, and Clarity.*** It was evident based on participants’ responses that new instructors’ comfortability with each training component influenced their perceptions of their experiences. Even though the training duration was 12 weeks, participants described certain aspects of the training as rushed, overwhelming, and ad hoc in nature.

Although most participants indicated that the training was professional, comprehensive, thorough, and organized, Participant H noted being worried at the start and completion of training in the following response:

I was looking forward to the training to help allay some of my fears and prepare me to enter this new area. I came out of the training probably as nervous as I went in. So, I came out of the training a little worried.

Participant H expected more “breadth and depth to the training” in preparation for online instruction, explaining, “I knew it was coming, I expected it to be different, but I was hoping that there would be more breadth and depth to the training to better prepare me for the online instruction.”

Participant F described the mentoring and shadowing aspects of training as positive, noting the mentor was “stellar,” but described being overwhelmed, “I think the initial training that came before shadowing was somewhat helpful for that, but there was so much information that as a new instructor I was a little overwhelmed.” Participant G described the shadowing experience as a stressful and difficult due to being paired with a disgruntled mentor/coach, “she was very bitter and upset and would say things to me like “well, if you get the job you shouldn’t take it”. She talked bad about a lot of people.”

Participant F alluded to being disliked by the trainer and how that influenced the interpretation of communication received by the trainer, “during the initial four weeks I thought that the trainer disliked me... I wasn’t sure if the answers I was getting were because they didn’t like me or thought that I didn’t know what I needed to do.”

These descriptions of participant lived experiences differ from other lived experiences; however, they proved equally valuable in the context of this study (Creswell, 2013).

### ***Results for Subresearch Question 2***

Instructors were asked to reflect on their level of preparedness to meet the expectations to teach online after completing new instructor training. To answer this question, I asked instructors a series of interview questions that allowed them to engage

in critical thinking related to the relationship between their training and their ability to meet the university's performance expectations.

**Themes from Subresearch Question 2. *Theme 1: Training Increased***

***Confidence and Prepared Instructors Enough.*** The university holds all instructors to the same performance expectations. Performance expectations include meeting course completion rates, student satisfaction ratings, and course audit results. To better understand instructors' perceptions of their preparedness to meet the university's performance expectations after completing new instructor training, I asked instructors how the training impacted their perception of their ability to meet the university's performance expectations. Most participants indicated that the training had a positive impact on their perception of their ability to meet the university's performance expectations to teach online. Participant A stated, "it prepared me enough; it was sufficient." Participant C indicated the skills learned in new instructor training strengthen online instruction and are not limited to application with NSEW University, "I'm a stronger online instructor from that training, in my other institutions as well." Participant F commented, "I believe the training did prepare me."

***Theme 2: Expectations Are Clear but Change Frequently.*** All participants indicated having a clear understanding of the university's performance expectations after completing new instructor training. Participants' responses suggest that a gap exists between knowing or being aware of expectations and performing instructional responsibilities to meet the expectations. This gap is evident based on the responses provided by Participants A and F. Participant A explained that training does not prepare

instructors for the unknown and that instructors learn more as they go through experience, “I don't think any training can really prepare you fully for all of the challenges of teaching. You know we learn as we go as teachers, and there is something new we learn every day.” Participant F described a lack of comfort and confidence with the technology, “it took me a couple of mods beyond the training to really feel comfortable and confident in some of the different technological components.”

Participant H indicated the technological training received provided the tools necessary to navigate the LMS; however,

As far as the delivery of content, there was a lot of missing information; I asked a lot of questions, and very little was forthcoming without the questions being asked. So, I do not think I was well prepared for the delivery of content.

Many participants' responses suggested that classroom experience, reflection, and supplemental PD fill some of the training gaps and help instructors build confidence.

Participant B indicated that personal reflection is essential to improvement, “Once the training is done, it is what happens after that, so it's the personal reflection on how you might improve your presentational methodologies.” Participant F suggested PD meetings help keep instructors abreast of the constant changes in expectations that occur after completion of new instructor training,

“One of the issues that I think that I've seen...um, that occurs quite often is expectations are constantly changing. We get trained once and then we need to attend meetings and things like that to keep up on changes.”

### ***Results for Subresearch Question 3***

Instructors were asked if they thought new instructor training can be improved or enhanced. This question was framed to encourage participants to reflect on their actual training experience and how that experience compared to what they perceive as the most important institutional training outcomes to prepare teachers for online instruction. This question encouraged participants to connect what they learned during new instructor training, what they learned from other supplemental training, what they learned teaching in the classroom after new instructor training, and how to apply this knowledge to inform new instructor training practices. Instructors were asked to consider what they would change (omit/include) in new instructor training to better prepare instructors for the online environment, the length of new instructor training, and how new instructor training can be improved/enhanced.

**Themes from Subresearch Question 3. *Theme 1: New Instructor Training Should Be Adaptive Based on the New Instructor's Existing Competencies.*** Participants indicated that existing competencies influenced self-efficacy during new instructor training. Several participants suggested adapting training length and/or content to meet the needs of new online instructors based on existing competencies. This approach provides new online instructors with the opportunity to focus on the areas of training they deem more important, significantly influencing their self-efficacy and their ability to meet the university's performance expectations.

New instructors complete the same 12-week training. While the first 4 weeks of training are self-paced, the content and completion requirements are the same for all new

instructors. If new instructors complete the first 4 weeks of training in advance of the 4 weeks, they must wait until the end of the module/beginning of the next module to begin the shadowing phase. This waiting period exists because new instructor training aligns with the start of each 4-week module.

The ADFD evaluates new instructors who fall behind or struggle to complete the first 4 weeks of training to determine if they demonstrated enough competency to move forward to the shadowing phase of training. If the ADFD decides that the new online instructor demonstrates enough competency to move forward, it is the expectation that the new instructor will fill the training gaps during shadowing and mentoring/coaching phases.

According to Participant B, the length of new instructor training “it could have gone a little longer, but I think longer might have been over-kill.” Participant G indicated new instructor training was long compared to other places, “I think it's a little long in comparison to some others as a 3-month training. I would say a little bit longer than maybe necessary.” Participant F suggested combining elements of training, “I think that there are some components that could be maybe split out a little bit. I do wonder if it would be more helpful to put some of those items together.” Participant F indicated that familiarity with the different components of technology did not happen until after new instructor training, “I liked the training that I received within Zoom, but it did take me a little while to get used to some of the different components of technology.”

Other participant responses indicated a more adaptive training model might be appropriate, given the new instructor's previous experience, training content, and other



potential external factors that could impede a new instructor's completion of new instructor training. This approach would help to mitigate issues like the one described by Participant H. Participant H described training as one step from disastrous due in large part to a misalignment between training and credentialing, “My training started in a different field, and I was uncomfortable and continued to repeat my discomfort to almost the end of my training period before I was able to have my training adjusted.”

***Theme 2: New Instructors Should Receive More Feedback from the Trainer, Mentor/Coach, and Dean Regarding Performance.*** Although participants’ responses indicated that feedback received during technical training was excellent, there were noted recommendations for improvement in initial introductions, personality management, and mentor/coach management/assignment. It was also evident that the feedback new online instructors received during and after shadowing was hit or miss. Participants’ responses suggested opportunities for improvement exist in establishing professional working relationships, gauging actual performance compared to expected performance, and the ability to reflect on the training experience.

Many participants indicated a need for more feedback during and after training. Participants specifically expressed an interest in communication in the form of feedback related to performance during training from the trainer, during shadowing and mentoring from the mentor/coach, from their dean after their first solo teaching course, and more frequently than “if” a concern arises or during evaluation cycles. Participant B expressed frustration related to the timeliness of feedback during new instructor training, “I was waiting for the presenter's feedback on things that I had submitted.” Participant F

emphasized the importance of receiving continuous feedback, “I think that maybe they could look at changing some of it up so that it allowed for more continued feedback as the instructor is growing...and I think we're always growing.” Participant G indicated that feedback is essential, even when meeting the minimum performance expectations, because there is always room for improvement,

I don't know that I get a lot of really helpful feedback because I meet the minimum requirements. I would appreciate that some suggestions on what I could do differently or maybe some other best practices that I don't do; I think that would have some value.

***Theme 3: More Resources Should be Readily Available to New Instructors.***

Participants indicated a need for additional resources to include a list of individual instructor course credentialing, access to review the list of their course credentialing, and supplemental training resources for Zoom, the LMS, and the student information system. When elaborating on the response provided to the question related to the length of the training, Participant G indicated instructors having access to their credentialed course(s) during solo teaching would be beneficial, “I also think it would be very helpful for instructors to see the class that they're going to teach ... during the training.”

Participant H addressed challenges related to obtaining resources for managing challenging situations, “when you encounter challenges and some tools to help you manage those situations were very important. I actually had to extract those from my training instructor; they weren't really preprepared.”

Participant H suggested providing new instructors with resources they can review during shadowing,

Preparing either PowerPoints or documents that can be reviewed that cover best practices for delivery that covers the tools that will be used, I think would enhance the experience other than just kind of sitting like a fly on the wall and observing another instructor.

Participant F experienced issues utilizing the student information system and suggested creating a sandbox LMS course for new instructors to experiment with different aspects of the online classroom—without real students, “I had a lot of issues with that and would have actually liked more training on that prior to switching over, only because that component was vastly different for me. Probably more practice with Zoom as well.”

Participant F also recommended providing new instructors with a dummy course in the LMS to experiment with during new instructor training,

Maybe creating like a dummy class where you're running the class but maybe it's not even a shadowing component at that point, but maybe being able to see what the different things look like “for real,” but without actual students.

Participant I suggested providing new instructors with ‘how to’ resources developed by experienced instructors, “if they would include maybe videos of other teachers teaching and how they do it and how they prepared.”

Providing new instructors with additional/supplemental resources promotes the enhancement and development of the required competencies to teach online. Although new instructors have access to an abundance of resources, participants’ responses suggest

that new instructors either lack access to the right resources or an awareness of where to access needed resources. Participant A suggested implementing a forum for instructors to share information, “I think it'd be nice to have some type of forum or place where the instructors can go to, you know, share their thoughts or get feedback from other instructors.” These perceptions resonated when participants addressed the university's supplemental training.

Participants' responses indicated the supplemental training and the available resources to instructors after new instructor training are adequate in breadth, depth, and frequency of offering. While participant responses indicated that the university-provided supplemental training and resources are sufficient, it is important to note that new instructors do not have access to the supplemental training until they complete new instructor training. The lack of access to the supplemental training until new instructors finish new instructor training limits the new instructor to only the resources provided during new instructor training.

### **Relationship of the Findings to Theoretical Framework**

The findings of this study brought into focus the importance of how new online instructors develop meanings from lived experiences, how those lived experiences enhance existing knowledge, shape new knowledge, and how that knowledge applies in ways that contribute to the transformation of one's self and practices (see Mezirow, 1991). It is essential to acknowledge that new instructors enter academia at NSEW University with existing knowledge based on professional experience in their respective industries. In addition to their professional expertise in their respective industries, new

instructors bring their lived experiences as students, and other lived experiences teaching with other institutions. The culmination of these lived experiences, along with their experiences during new instructor training, influence transformation.

To better understand how these lived experiences influence transformation in new online instructors, those responsible for the training of new online instructors must acknowledge the duality between the instructor's role and the role of the new online instructor as an adult learner. In consideration of the new online instructor as an adult learner, it is important to remember that adult learners desire to be involved in the process, they learn from both success and failure, they prefer immediately relevant and actionable information, and they desire to solve real-world problems (see Merriam et al., 2007).

### **Addressing Discrepant Cases**

Discrepant cases are contradictions in the data. To honor each participant case, I approached the analysis process with an open mind. I focused on giving all participants a voice, even the minority responses, which are equally crucial in qualitative descriptive studies. Overall, there was a consensus among participant perceptions in response to questions about new instructor training. The responses provided by Participant H represent the only emergence of a discrepant case. Participant H was the only participant to admit to leaving training worried, stating,

I came out of the training probably as nervous as I went in...I felt the training was insufficient in many areas that a better job could have been done; it felt rushed and almost ad hoc at some points. So, I came out of the training a little worried.

Although Participant H shared this perspective of the delivery of training content,

There was a lot of missing information; I asked a lot of questions and very little was forthcoming without the questions being asked. Again, there was a very ad hoc feeling to it where it didn't appear to me that they were prepared to provide the best practices that would be desired from the school. So, I do not think I was well prepared for the delivery of content.

Participant H indicated a lack of consideration for instructor-student interactions,

I was looking to my initial training because this is a new demographic I am working with; wider range of ages, wider range of backgrounds and experiences, a wider range of challenges at the individual level, and understanding when you encounter challenges and some tools to help you manage those situations were very important. I actually had to extract those from my training instructor, they weren't really pre-prepared.

### **Summary of Results**

The data identified gaps in new instructor training to include a lack of consideration for the new instructor as an adult learner and lack of evaluation of new instructor training outcomes at a 4-year online university in the western United States. The problem that guided this study was a lack of understanding of how online instructors perceive new instructor training related to their preparedness to meet the university's performance expectations. The results shed light on the new instructor's duality as both an instructor and an adult learner. As new instructors enter academia, they rely upon their prior professional and educational experiences and new instructor training to prepare

them to teach online. The acknowledgment of new instructors as adult learners reinforces the importance of ensuring training curriculum meets adult learners' needs and a means for evaluating training outcomes exists.

The proposed PD training applied the results of this study to help university stakeholders identify the most appropriate learning theories, L&D, ID, and training methods for preparing new online instructors for the online classroom. In addition to exploring learning theories, L&D, ID, training models, the training will introduce methods for evaluating training outcomes. Although the scope of this PD training is limited to NSEW University, it is possible to expand this training to include other universities that provide new instructor training to new online instructors.

## Section 3: The Project

### **Introduction**

Based on the findings of this research study, online instructors perceive NSEW University's online instructor training as satisfactory and meeting their immediate needs; however, the findings also shed light on opportunities for the improvement/enhancement of training delivery, content, and the evaluation of training outcomes of new instructor training. These findings serve as the premise for the development of the final project. The final project genre options included an evaluation report, curriculum plan, PD/training curriculum and materials, and policy recommendation with detail. Based on the methodology selected and the findings of this research study, I determined that the PD/training curriculum and materials genre was the most appropriate genre for this project study.

Zoom and the university's LMS are the best delivery methods for the 3-day PD training, given that participants work remotely. The PD addresses the opportunities for improvement/enhancement of the training delivery, content, and the evaluation of training effectiveness. The PD is a combination of synchronous and asynchronous delivery and includes a presurvey, two live Zoom sessions, a course in the LMS with learning modules, and a training evaluation after the training (see Rockinson-Szapkiw et al., 2016). The Zoom sessions are synchronous, face-to-face sessions with the presenter and the participants. The LMS course is asynchronous. The LMS course contains a home page that includes an overview of the purpose of the study, the study findings, and learning objectives by module. There are six learning modules, and they cover the



following topics: learning theories, adult learning, L&D, ID, training, and evaluation.

Each learning module contains curated content for each topic, a Q&A discussion forum, and a quiz assessment. The LMS course also houses the training evaluation. The training evaluation is available to participants for 7 days following the conclusion of the final session on Day 3.

### **Project Goals**

The purpose of this study was to explore online instructor perceptions of the training they receive to prepare them to facilitate learner-centered asynchronous courses. The goals of the PD are to increase participants' awareness of how instructors perceive new instructor training; to promote consideration of the new instructor as an adult learner; and to explore learning theories, L&D, ID, training, and evaluation models that participants can apply to improve/enhance new instructor training. The findings of this study indicate the existing training lacks consideration for the role of the new instructor as an adult learner, the training content and structure should be more adaptive, and there is a lack of evaluation of instructor preparedness. Studies promote consideration for the new instructor as an adult learner, an adaptive approach to new instructor training content and structure of the content, and the evaluation of training (Frass et al., 2017; Jagers & Xu, 2016; Mohr & Shelton, 2017; Ssentamu, 2014; Thomas et al., 2018).

The design of the 3-day PD was informed by best practices research and industry standards for L&D, ID, training, and evaluation models. The workshop is structured to include two synchronous meetings with participants that bookend the asynchronous LMS course. The first live Zoom session with participants includes an overview of the PD and

introduces participants to the purpose of the study, the findings of the study, the expectations for the next 2 days of PD, and the link to a survey they must complete within 24 hours. The second day of training is asynchronously completed at each participant's pace in the LMS course but must be completed prior to Day 3. The LMS course contains six learning modules. Each learning module contains a list of resources (e.g., articles, videos), a Q & A discussion forum, and a learning assessment. Day 3 of the PD is synchronous and covers the results of the Day 1 survey and the results of the learning module assessments, and includes an open, collaborative discussion about how to apply the concepts to improve/enhance new instructor training.

The goal of this PD is to create awareness of and improve instructors' perceptions of new instructor training by promoting participant dialogue on the topic of the improvement/enhancement of new instructor training. The study findings indicated that some aspects of new instructor training were overwhelming while others lacked breadth, depth, and clarity. In addition to this finding, the participants indicated that new instructors learn to adapt when they begin teaching, filling training gaps with on-the-job experience and university PD offerings. Lastly, new instructors desire training that is considerate of their roles as adult learners. The achievement of this goal has the potential to positively influence instructor perceptions and outcomes of new instructor training (see Walters et al., 2017).

### **Rationale**

The problem that guided this study was a lack of understanding about how online instructors perceive NSEW University's new instructor training. The findings of this

study indicated that while new instructor training meets the immediate needs of preparing new instructors, opportunities for improvement/enhancement remain. In the literature review in Section 1, I discussed previous explorations of instructor training to prepare instructors to teach online (Arasaratnam-Smith & Northcote, 2017; Batts et al., 2010; Budhai & Skipwith, 2016; Capra, 2011; Chicharro et al., 2019; Christie et al., 2015; De Gagne & Walters, 2009; Frass et al., 2017; Hattie, 2019; Kebritchi et al., 2017; Martin et al., 2019; Mohr & Shelton, 2017; Orr et al., 2009; Paquette, 2018; Richardson et al., 2015; Schmidt et al., 2016; Shepherd et al., 2008; Wlodarsky, 2018). Instructors' perceptions of the training they receive prior to accepting instructional responsibilities in an online environment is an emerging area of interest (see Brinkley-Etzkorn, 2020; Kamisli & Ozonur, 2017; Richardson et al., 2015; Schulte, 2009; Shattuck & Anderson, 2013). Given the emerging interest to understand new online instructors' perceptions of the training they receive prior to accepting instructional assignments and the influence of new instructor training on new instructor self-efficacy, the need to take these perceptions into consideration in the development and delivery of new instructor training is evident (Frazer et al., 2017; Lichoro, 2015; Martin et al., 2019; McNair-Crews, 2015). When considering the themes that emerged in conjunction with the development and delivery of new instructor training, it was evident that not only is there a lack of consideration for the new instructor as an adult learner, but the understanding of learner-centered L&D, ID, training, and evaluation models is limited.

The proposed 3-day PD will create an awareness of the importance of understanding instructor perceptions of new instructor training while providing training

and resources that can be used by the university to improve/enhance new instructor training (Adams et al., 2015). This PD specifically targets participants (i.e., stakeholders) who are involved in the decision-making surrounding new instructor training at the 4-year online university in the Western United States. Participants' proximity to the direct supervision of new instructor training ranged from the ADFD who is responsible for the development of new instructor training content and the direct training of new online instructors to the vice president of academic affairs (VPAA). The significance of this study radiates beyond the context of NSEW University. Upon completion of the PD, participants will be able to recall information on the topics of existing new instructor training and adult learning principles. Participants will also be able to identify, discuss, and apply learning theories, L&D, ID, training, and evaluation concepts to improve/enhance new instructor training. Other online universities that employ and train new instructors can utilize the framework of this study to conduct internal research, the findings of which would inform new instructor training and PD offerings.

### **Review of the Literature**

I conducted a comprehensive search of the Walden Library, course textbooks, EBSCO, Education Complete, ERIC, Google Scholar, ProQuest, SAGE Journals, SAGE Knowledge, and SAGE Premier. Electronic database search parameters included articles, peer-reviewed journals, studies published between the years of 2013 and 2020, and a list of search terms. The list of search terms included *faculty perceptions*, *faculty perceptions of preparedness*, *online faculty training*, *online faculty development*, *learning and development*, *instructional design*, *learning theories*, *training models*, and *evaluation*

*models*. The review of the literature indicated that institutional stakeholders (students, instructors, and staff at the university) will benefit from new instructor training that espouses the duality of the role of the new instructor as both a new instructor and an adult learner, is adaptive, and promotes continuous improvement driven by evaluation. This literature review provides insight into the importance of developing new instructor training that espouses the role of the new instructor as an adult learner through L&D, ID, training models, and the evaluation of new instructor training outcomes to promote continuous improvement.

### **New Instructor Training**

Given that online course enrollments continue to increase, it is reasonable to posit that institutions must increase their instructor recruitment efforts (National Center for Education Statistics, n.d.). The increase in instructor recruitment efforts translates to an increase in the number of new instructors participating in new instructor training. All new instructors at NSEW University must complete new instructor training prior to teaching online courses. Because all new online instructors must complete new instructor training, it was essential to understand how online instructors perceive new instructor training (Hunt et al., 2014; Walters et al., 2017).

Based on the review of the literature, I identified consideration for the new instructor as an adult learner, L&D, ID, training models, and evaluation models as common threads associated with the topic of new instructor training (Harward, 2016; Patel et al., 2018; Ramsay & Stotler, 2020; Wingo et al., 2017). A consistent theme in the literature was the acknowledgement of the variation in new instructor training from

university to university. According to Frass et al. (2017), institutions can better prepare new instructors to teach online if they are aware of their training needs. When new instructors enter academia, they are not aware of the areas in which they lack knowledge (Ching et al., 2018). They rely heavily upon the training provided by the institution to prepare them for the classroom. It is not until new instructors begin teaching that they are able to identify what they do not know. Institutions can implement a variety of L&D, ID, and training and evaluation models that will positively influence instructors' perceptions of new instructor training, as well as their self-efficacy (Brinkley-Etz Korn, 2020; Rhode et al., 2017).

### **Instructors as Adult Learners**

To fully espouse the role of the new instructor as an adult learner participating in new instructor training, it is necessary to acknowledge the assumptions about the characteristics that influence how adults learn. The educational goals of adult learners are often driven by self-concept, a need to know, experience, readiness to learn, orientation to learning, and motivation to learn (Lindeman, 2013; Rachal, 2015). Based on these assumptions, Knowles (as cited in Merriam, 2001) proposed four adult learning principles: (a) the involvement of the adult learner in the process, (b) learning from experience (i.e., successes and failures), (c) immediately relevant and actionable information, and (d) the desire to solve real-world problems (Conaway & Zorn-Arnold, 2016; Sink, 2014). While other, individual characteristics such as age, knowledge, emotional intelligence, time management, and self-evaluation skills also influence how adults perceive their learning experience, without feedback from the new instructor about

the effectiveness of the training they received, it is impossible to identify whether new instructor training requires enhancement or improvement (Hokanson et al., 2019; Kara et al., 2019; Kaufman, 2015).

New instructor training must model what is expected of new instructors in the classroom, engage the learner in the process, promote meaningful ways in which to apply educational and professional experience, include immediately relevant, actionable information, and ensure the availability and accessibility of the tools and resources to solve instructional problems (Buchen, 2014; Kamisli & Ozonur, 2017; Ornelles et al., 2019). Applying these principles to new instructor training suggests that it benefits both the new instructor and the institution to implement an individualized, adaptive approach based on the new instructor's skills and experience (Kleisch et al., 2017; Patel et al., 2018).

### **Learning and Development**

L&D is typically a function of Human Resources (HR) and considered an integral part of talent management designed to align with and support the strategic and operational goals of the institution. Effective L&D is holistic, sustainable, and comprehensive (Brundiers & Wiek, 2017; McInnes, 2019). Although L&D strategies focus on people development, they also influence employees' perceptions of overall job satisfaction, which leads to higher retention (BasuMallick, 2020; Brassey et al., 2019). L&D should address the *why* (relevance), *what* (desired learning outcomes), and *how* (achievement of learning outcomes). The topic to be learned influences the delivery of the content. This includes knowledge, tools (i.e., resources and reflection), skills (hard

and soft), mindsets, and habits (Anderson, 2019). According to Yu (2020), employees want L&D that is:

a more relevant, modern approach that incorporates daily work experiences, knowledge sharing with teams, web resources, professional networks and communities, and feedback from mentors. (para. 1)

It is important to note that L&D is not about training employees, but rather cultivating a culture of learning that promotes personal and professional growth and development (Fayad, 2019). With a focus on learning, it is equally important to take the learner's learning experience into consideration (Scoppio & Luyt, 2017). While the 70:20:10 framework, coupled with coaching, hands-on (solo teaching), and both synchronous and asynchronous instruction, provides a solid L&D foundation, individual learners' needs dictate the necessity of an adaptive ID approach (BasuMallick, 2020). According to Arets et al. (2016),

The 70, 20, and 10 categories refer to different ways people learn and acquire the habits of high performance. 70% of activities are centered on experiential learning and learning through support in the workplace; 20% of solutions are centered on social learning and learning through others; and 10% of solutions are centered on structured or formal learning.

- 10% of solutions include training and development courses and programmes, eLearning modules and reading.
- 20% of solutions include sharing and collaboration, co-operation, feedback, coaching and mentoring.



- 70% of solutions include near real-time support, information sources, challenges and situational learning. (p. 2)

### **Instructional Design**

The process of ID involves the development of instructional materials and resources that are learner-centered, focused on real-world application. The purpose driving the design of instructional materials and resources can vary between filling gaps in knowledge, skills, and attitudes (KSAs) to enhance/improve learning experiences. When considering ID approaches, it is important to identify the desired learning outcomes or what competencies learners will be expected to demonstrate after training. The competencies learners are expected to demonstrate after training often include knowledge, access/use of tools, hard and soft skills, mindsets, and habits. In addition to these considerations, an equally important driving factor of ID is learning theory.

There are four common learning theories that inform ID: behaviorist learning theory, cognitive learning theory, constructivist learning theory, and humanist learning theory. According to Ertmer and Newby (2013), the differences among learning theories “revolve around a number of key issues that ultimately delineate the instructional prescriptions that flow from each theoretical perspective” (pp. 45-46). To distinguish between each learning theory, Schunk (as cited in Ertmer & Newby, 2013) posited five questions that an instructional designer should consider:

1. How does learning occur?
2. Which factors influence learning?
3. What is the role of memory?

4. How does learning transfer occur?
5. What types of learning are best explained by the theory? (p. 45)

Ertmer and Newby (2013) also suggested that instructional designers also consider the following questions:

1. What basic assumptions/principles of this theory are relevant to instructional design?
2. How should instruction be structured to facilitate learning? (p. 46)

See Table 1 for a comparison of behaviorist, cognitive, constructivist, and humanistic learning theories.

**Table 1***Comparison of Learning Theories*

	Behaviorist	Cognitive	Constructivist	Humanist
How learning occurs	Reactive	Changes between states of knowledge	Meaning from experiences	Connected to emotions
Factors that influence learning	Learner, environment	Learner, environment, corrective feedback	Interactions between learner and environment	Learner feelings about world
Role of memory	Acquisition of habits	Receiving, organizing, storing, and retrieving	Partnership between existing and new knowledge	Emotional connections between existing and new knowledge
Learning Transfer	Application of existing and new knowledge	Application of knowledge in many contexts	Involvement in authentic, meaningful tasks	Engagement in the learning process, intrinsic motivation to self-evaluate
Types of learning	Prescriptive instructional cues, practice, and reinforcement	Reasoning, problem-solving, and information processing	Dependent on content and context, advanced expert-level learning	Cognitive and affective learning, with a focus on learner ability to self-direct
Basic assumptions/principles relevant to ID	Producing observable/Measurable outcomes, preassessment, scaffolded mastery, and reinforcement	Active learner, hierarchial, analysis, structured, and organized	Contextual, learner-driven, multiple delivery methods, promotes problem-solving, assessments driven by learner ability to transfer knowledge/skills	Learner-driven, engagement fosters self-motivation, grades are not as important as self-reflection; feelings and knowledge are equally valued; a safe learning environment is essential
Structure of instruction	Practice and outcome-centered	Meaning-centered, promoting connections between existing and new knowledge	Meaning created by the learner, instruction is not predefined, focus on showing learners how to “construct” knowledge; construction of knowledge is monitored and evaluated	Model-based instruction, teach learning skills, motivate learners, involve learners in task/subject selection, promote collaboration/group work

*Note.* Source: “Behaviorism, Cognitivism, Constructivism: Comparing Critical Features From an Instructional Design

Perspective,” by P. A. Ertmer & T. J. Newby, 2013, *Performance Improvement Quarterly*, 26(2).

There are several ID models (Donmez & Cagiltay, 2016). The most popular of these models include: (a) Analysis, Design, Development, Implementation, and Evaluation (ADDIE), (b) Gagne's Nine Events of Instruction, (c) Successive Approximation Model (SAM), (d) Backward Design, (e) Dick & Carey, (f) Kemp, and (g) Morrison et al. (2013; Culatta, 2018; Instructional Design Central, n.d.). Although Bloom's Taxonomy is listed among ID models due to its focus on the intellectual behavior associated with learning, it can be integrated with other ID models in the development of course and learning objectives (Shabatura, 2013). Tables 2 through 8 contain specific information about each of the ID models listed above.

**Table 2***Analysis, Design, Development, Implementation, Evaluation*

Steps	
Analysis	Gather data, analyze the need, and make use of the data throughout the design process.
Design	Establish a framework and develop objectives, content, and finalize the design.
Development	Develop materials that align with the objectives and content designed; pilot testing is recommended, but not required.
Implementation	The end-user interacts/engages with the design to evaluate if the objectives and content align with the achieved outcomes.
Evaluation	Evaluation is a critical component of each step in the process – it is not limited to assessing implementation.

*Note.* Source: “All About ADDIE,” by C. Hodell, 2020, *Association for Talent*

*Development* and “ADDIE Model: Instructional Design,” by S. Kurt, 2018b, *Educational Technology*.

**Table 3***Gagne's Nine Elements of Instruction*

Event	Purpose
Gain attention	Gain the attention of your learner with a story or an icebreaker that motivates learners to connect with the relevance of the content.
Inform learner of learning objectives	Ensure learners are aware of the desired outcomes or expectations, what they will be able to “do” at the conclusion of the engagement with the content.
Engage learner’s recall of existing knowledge	Help learners connect prior knowledge to new knowledge, forcing the brain to let the new information in (RAS) because a link to prior knowledge exists (neuronal connections) (McTighe & Willis, 2019).
Facilitate learner engagement	Identify the most appropriate approach to help learners engage with the content, to solidify existing knowledge and create new knowledge; there are many approaches, but they do not all equal the same outcome – choose wisely.
Guide learner through engagement with content	Support learners through their engagement with the content – this might mean wearing a variety of hats (coach, cheerleader, model, or referee).
Promote practice and repetition of the application of new knowledge and or skills	Provide learners with the opportunity to apply new knowledge, repeatedly with real-world problems through activities like role-playing and group discussions.
Timely, constructive feedback	Provide learners with timely, constructive, frequent, and actionable feedback that promotes continuous engagement with the content and improvement.
Evaluate actual performance outcomes against desired performance outcomes	Active, continuous assessment to provide learners with timely feedback that is applicable in real-time, which promotes real-time intervention when identifying knowledge gaps between the learner’s prior knowledge and the desired/expected outcome (learning objective).
Make new learned knowledge and or skills relevant to the real-world	Real-world application of learned concepts demonstrates transfer of learning and promotes retention of learned concepts.

*Note.* Source: “How To Apply Gagne’s 9 Events of Instruction in eLearning,” by C. Pappas, 2015, *E-*

*Learning Industry* and “How to Use Gagne’s Nine Events of Instruction [Examples],” by A. DeBell, 2020,

*E-Learning Industry.*

**Table 4***Successive Approximation Model*

Phases	Stages of each phase
Preparation	Information gathering, Savvy Start (team discussion)
Iterative Design	Project planning; additional design
Iterative Development	Implement, evaluate, develop, design proof, Alpha, Beta, and Gold; final phase is rollout

*Note.* Source: “SAM Model: Best Instructional Design Model for Short Deadlines and Staying on Budget,” by W. Mazhar, 2018, *360 E-Learning blog*.

**Table 5***Backward Design/Understanding by Design*

Steps	Clarifying questions & information
Identify desired results	Develop learning objectives based on desired outcome.
Determine acceptable evidence	Determine method of assessing whether learners achieved outcomes/met expectations.
Plan learning experience and instruction	Identify activities that align with the learning objectives and provide students with the opportunity to develop mastery, achieve outcomes/meet expectations.

*Note.* Source: “Understanding by Design,” by G. Wiggins and J. McTighe, 2005, *ASCD* and “Backward Design,” by S. Kurt, 2018a, *E-Learning Industry*.

Table 6

*Dick & Carey Model*

Steps	Clarifying questions & information
Goals and objectives	What will learners be able to do and what steps must they complete to acquire and apply new knowledge?
Get to know what your learners know	Identify best methods for filling the knowledge gap between what learners know and what they are expected to know based on goals and objectives.
Audience research	Who are your learners and what considerations should be made for learner prior knowledge and motivation to learn?
Establish performance objectives	What tasks will learners be required to complete and how will mastery be measured?
Develop assessment approach	What is the ideal form of assessment for learners, based on the learning objectives?
Identify the best learning strategy	What is the ideal content delivery approach when considering learner needs and the desired learning outcomes?
Select materials	Identify the learning materials and resources that align with learner needs and promote the acquisition and application of new knowledge.
Formative Evaluation	Conduct a formative assessment prior to implementation to identify and mitigate issues.
Summative Evaluation	Conduct a post assessment to determine whether learners can demonstrate mastery in the application of new acquired knowledge.

*Note.* Source: “9 Steps to Apply the Dick and Carey Model In eLearning,” by C. Pappas, 2015, *E-Learning Industry* and “Dick and Carey Instructional Model,” by S. Kurt, 2016a, *E-Learning Industry*.



**Table 7***Kemp Model*

Steps	Clarifying questions & information
Goals and obstacles	What are the learning outcomes or goals and the potential obstacles learners might encounter in attempting to achieve learning outcomes/meet goals?
Research audience	What are the needs/goals of individual learners? How can you use this information to develop targeted content?
Resources and activities	What resources and activities are available that can be integrated that align with the learning outcomes/goals?
Emphasize objectives and outcomes	Learners must be aware of what they are expected to do (skills or knowledge).
Develop content	Content should be sequential and build on the prior knowledge of the learner.
Identify design approach	Identify the best Instructional Design Theory that aligns with steps 1-5.
Identify delivery method of content	Identify the best method of delivery for your content that accommodates the needs of your learners (synchronous/asynchronous).
Provide support and resources	What support is offered before, during, and after to support the learner?
Develop assessment plan	How will you evaluate achievement of learning objectives/goals and effectiveness?

*Note.* Source: “Applying the Kemp Design Model in eLearning,” by C. Pappas, 2017, *E-Learning Industry* and “Kemp Design Model,” by S. Kurt, 2016b, *Educational Technology*.

**Table 8***Morrison et al. Model*

Steps	Purpose
Identify instructional problems	Identify need/problem and project goals.
Learner context	Gather information about the learners, e.g., prior knowledge, or work experience.
Task analysis	Determine what learners should know (objectives) and how they will learn what they need to know. This step is driven by the project goals established during the first step.
Instructional objectives	This step is specific to what learners must master and are based on the project goals.
Content sequencing	Content should be sequential to promote effective and efficient instruction and mastery.
Instructional strategies	Content should motivate learner to make connections between prior and existing knowledge and represent the content based on those connections (generative strategy: recall, integration, organization, and elaboration).
Designing the message	Includes the pattern of words, pictures, signal words, typographical elements, and visuals to promote understanding.
Row 3 Develop instruction	This step focuses on the development of instructional materials (video recordings, web pages, print materials, or audiotapes) that make the content more appealing to the learner (bells and whistles).
Evaluation instruments	This step focuses on three forms of evaluation (formative, summative, and confirmative). Formative evaluation focuses on the effectiveness of instruction throughout development and should be performed prior to instruction; summative evaluation should be performed at the end of instruction; confirmative evaluation is an extension of summative and can be used to follow up with learners at a later time to evaluate if learners are still applying concepts/using skills.

*Note.* Source: “Designing Effective Instruction (7th ed.),” by G. R. Morrison, et al., 2013.

While some learning theories are rooted in ID models, those relationships are not exclusive. Although the independence of these variables promotes flexibility throughout

the development process, debates could ensue over which should come first—the learning theory or the ID model. This cause-or-effect debate can stall development. Ultimately, an individualized approach that is considerate of how the adults in the audience learn best warrants more fluidity. Based on the literature, learning theories and ID models are not the only factors that influence the development of an e-learning experience, according to the questions posed by Schunk and later expanded on by Ertmer and Newby (2013). Thus, there are no absolute rules regarding ID, except for deciding whether to begin with the end in mind.

### **Training**

While education and training both focus on learning, they vary in scope and approach. According to the Peak Performance Center (n.d.), “Education is the systematic process of learning something with a goal of acquiring knowledge and training is the process of learning something with a goal of performing a specific skill or behavior” (para. 1). One of the most significant differences between education and training is practical, real-world application; education emphasizes learning, while training emphasizes doing.

Most training arises from an identified need. New employees need to know how to do the jobs they are hired to do, while existing employees’ needs vary from a change in processes to the mitigation of performance issues (Elliott et al., 2015). Identifying the need/purpose of training is the first step in the process of training development and is critical to conveying the relevance (e.g., the why) to the audience/recipient of the training. The second step in the process is to develop goals and objectives. These should

be broad and in alignment with both the ID and organization's strategies. The third step consists of identifying the best method of delivery for the training (e.g., e-learning, role-playing, and lectures). This step in the process requires careful consideration of the ID. The fourth step involves the implementation of the program with consideration for the length of time of the training and the required resources. Lastly, step 5 consists of monitoring and evaluating both employee performance and training effectiveness. Effective training promotes knowledge transfer, performance improvement, and increased productivity. Knowledge transfer, performance improvement, and increased productivity are measurable outcomes (Perez-Soltero et al., 2019).

### **Evaluation**

The purpose of training evaluation is to promote accountability (Turnipseed & Darling-Hammond, 2015). The motivations for implementing training evaluation range from determining the continuance of a program to identifying opportunities for the improvement of an existing program. While some forms of training evaluation focus on trainee satisfaction, the effectiveness of training is not solely based on trainee satisfaction (Perez-Soltero et al., 2019). There are several models of training evaluation. Each model varies by purpose, level, and outcome. Table 9 presents a comparison of several existing training evaluation models.

**Table 9***Comparison of Training Evaluation Models*

	Levels	Outcomes
Kirkpatrick	Reaction, learning, job behavior, organization, result	Learning and behavioral
Hamblin	Reaction, learning, job behavior, organization, ultimate value	Cost-benefit
Kaufman	Input process, acquisition, application, organization input	Societal
CIPP	Context evaluation, input evaluation, process evaluation, product evaluation	Identifying contextual factors
CIRO	Context analysis, input evaluation, reaction evaluation, outcome immediate	Cognitive skill-based affective
Phillip	Reaction, satisfaction, planned action, learning, job application, implementation, business impact	Return on investment
ROI	Reaction, plan action, learning, job application, business result	Return on investment

*Note.* Source “Review and Comparison of Various Training Effectiveness Evaluation Models for R & D Organization Performance,” by G.B. Choudhry, V.S. Sharma, 2019, *PM World Journal*, III(II).

According to Perez-Soltero et al. (2019), other evaluation considerations include the type of evaluation, the evaluation timing, and the training evaluation tools. The types of evaluation include formative, summative, confirmative, meta-evaluative, goal-based, process-based, and outcomes-based. Evaluation timing refers to when evaluations are conducted during training. Evaluation points include prior to the training course, during the training course, immediately following the training course, between 30 and 90 days after completion of the training course, or more than 90 days after the completion of the training course. The most frequently used training evaluation tools include questionnaires, interviews, examinations, on-site demonstrations, comparison of indicators, and return on investment.

### **Conclusion**

Effective new instructor training espouses the role of the new instructor as an adult learner. L&D strategies must address why (i.e., relevance), what (i.e., desired learning outcomes), and how (i.e., achievement of learning outcomes). Considerations must also be made in the application of learning theories, ID, and training and evaluation models. The overlaps between L&D, learning theories, ID, and training and evaluation models can be leveraged in the development of training curriculum that supports the role of the new instructor as an adult learner.

### **Project Description**

A 3-day PD was developed to create an awareness of the importance of understanding instructor perceptions of new instructor training, while providing training and resources that can be used by the university to improve/enhance new instructor

training. The training is sequential and includes two synchronous meetings with participants that bookend the asynchronous LMS course. Throughout the 3-day PD, participants begin to formulate strategies that inform the improvement/enhancement of new instructor training. The PD participants engage in both individual and group exercises conducive to their understanding of the concepts.

### **Resources, Supports, and Barriers**

#### ***Needed Resources***

The resources needed to support this 3-day PD include approval from the VP of Online and the VPAA. After I receive approval, other stakeholders will receive invitations to participate in the PD. The 3-day PD will be facilitated synchronously via Zoom and asynchronously via the university's LMS.

#### ***Existing Supports***

The university has existing contracts with Zoom and an LMS. I have extensive, working knowledge of both Zoom and the LMS. The two Zoom meetings will have one link, and I will record both sessions—with participant approval—for later review/reflection. I will utilize the existing LMS to develop the course. If I require additional technical support, I can seek help from the university's technical support department.

#### ***Potential Barriers and Solutions***

The most significant barrier to this project is ensuring the participants' completion of the required learning modules. Due to the remote nature of the work environment and the participants' varying work schedules, flexibility is required regarding the completion

of tasks that fall outside the scope of their primary responsibilities. One possible solution to this barrier is to administer a survey requesting that participants identify at least 2 weeks out of the module that meet their scheduling needs.

### **Implementation and Timeline**

Although the intention is to offer this PD one time, it will remain among the list of PD courses in the LMS for future use and reference. In consideration of the nature of this, there is not a specified timeframe for the PD (e.g., before, during, or after each module). Below is a timeline for implementation:

1. Provide an overview of the PD to the VP of Online and the VPAA to assist in identifying a list of participants who should participate. While the number of participants is not limited, the preference is to keep the number of participants between five and seven.
2. Once participants are identified, I will add each participant to the PD course in the LMS.
3. Compile all the required resources (i.e., Zoom links, LMS, pre/post assessments, and surveys).
4. Conduct the training over the course of 3 days.
5. At the end of each day, participants will recap with an open discussion/activity focused on takeaways and an introduction to the next day.
6. Participants will submit ideas for applying learning theories and implementing L&D, ID, and training and evaluation models to improve/enhance new instructor training.



7. After the PD, participants will complete an evaluation and provide feedback.

## **Roles and Responsibilities of Student and Others**

### ***Student***

My role is both as a researcher and as the facilitator of PD. What I learned as a researcher informed the development of the 3-day PD. In my role as the facilitator of PD with the knowledge gained from my role as a researcher, it is my responsibility to present information in an unbiased manner. I will model strategies for designing new instructor training that espouses the role of the new instructor as an adult learner. My role in PD will also consist of guiding discussions, clarifying concepts, and assessing learner needs throughout the PD.

### ***Participants***

PD participants consist of stakeholders involved in the decision-making surrounding new instructor training. At minimum, they should include the VP of Online, the VPAA, and the ADFD. The participants will actively engage in learning modules that include a list of resources, a Q & A discussion forum, and an assessment. The participants will apply existing and new knowledge of the concepts to develop strategies for improving/enhancing new instructor training.

### ***Administration***

The university administration needs to consider the importance of instructor perceptions of new instructor training by promoting participant dialogue on the topic of the improvement/enhancement of new instructor training, with the intent of improving instructor perceptions of new instructor training.

## **Project Evaluation Plan**

According to Trochim, “evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object” (Trochim, 2020, para. 3). The PD goals are to increase participants’ awareness of how instructors perceive new instructor training; to promote consideration of the new instructor as an adult learner; and to explore learning theories, L&D, ID, training, and evaluation models that participants can apply to improve/enhance new instructor training. The overall project evaluation goals are to obtain feedback related to participant: 1) awareness of the importance of how new instructors perceive new instructor training, 2) awareness of the importance of ensuring ID, L&D, training, and evaluation methods are underpinned by adult learning principles, and 3) level of confidence in understanding of adult learners, learning theories, ID, L&D, training, and evaluation methods. Participants will complete pre-and post-assessments to measure participant knowledge prior to the course and changes to prior knowledge (loss/gain) after the course. Participants will also complete learning module assessments for each of the six learning modules. In addition to the assessments, participants will engage in synchronous individual and group activities and group discussions. Upon completion of the PD, participants will complete a PD evaluation survey (Appendix A). The evaluation survey requires participants to rate their responses to a list of statements on a Likert scale from strongly agree to strongly disagree.

### **Justification of Evaluation**

Given the nature of the PD goals and evaluation goals, I plan to employ a summative evaluation method. A summative evaluation method will provide insight into

the efficacy of the PD and inform future improvement/enhancement strategies (Frey, 2018). Some of the benefits associated with employing a summative evaluation method include comparing actual outcomes to expected outcomes (Perez-Soltero et al., 2019), identifying gaps in resources and/or tools, and identifying what, if any, unintended outcomes should be considered for future improvement/enhancement.

### **Description of Key Stakeholders**

The key stakeholders for this training include the VPs of Online, the VPAA, and the ADFD. The VPs of Online, the VPAA, and the ADFD are considered key stakeholders because they are involved in the decision-making associated with the recruitment and training of new instructors. The evaluation of PD informs key stakeholder decision-making.

### **Project Implications**

#### **Implications for Positive Social Change**

This project study expands on existing frameworks for how online instructors perceive new instructor training by bringing into focus online instructor perceptions of their preparedness to facilitate learner-centered, asynchronous courses. Moreover, this project study shed light on the need to espouse and embolden the new instructor as both an instructor and an adult learner through the design and delivery of new instructor training.

While this project study was not designed to deliver new instructor training options, the findings shed light on the need to further explore the relationships between concepts such as learning theories, ID, L&D, training, and evaluation methods as they

relate to the design and delivery of new instructor training. Other online universities that hire and train new instructors can utilize this study as a framework to conduct internal research, the result of which can inform the creation of new instructor training and PD offerings specific to their institutional needs and that promote consideration for the new instructor as an adult learner.

### **Project Importance**

There is a lack of understanding about how instructors perceive their experience during new instructor training. Through the development of this PD, I aimed to create an awareness of the importance of understanding instructor perceptions of new instructor training, while providing training and resources that can be used by the university to improve/enhance new instructor training (see Adams et al., 2015).

The purpose of this study was to explore online instructors' perceptions of NSEW University's new instructor training. Exploring instructors' perceptions of new instructor training should influence consideration for the instructor's role, learning theories, L&D strategies, ID, and training and evaluation models. The PD will provide key stakeholders with the opportunity to explore resources that can be used to inform decisions related to the improvement/enhancement of new instructor training.

### **Conclusion**

Based on my research, I developed a 3-day PD to enhance awareness of the importance of understanding instructor perceptions of new instructor training and to provide resources that can be used by the university to improve/enhance new instructor training. The goal of this PD is to create awareness of instructor perceptions of new

instructor training by promoting participant dialogue on the topic of the improvement/enhancement of new instructor training, with the intent of improving instructor perceptions of new instructor training. The PD design includes resources specific to learning theories, developing L&D strategies, ID, and training and evaluation models. The PD participants will engage in discussions and complete assessments. The final assessment requires participants to demonstrate, through application, their understanding of new knowledge.

## Section 4: Reflections and Conclusions

### **Project Strengths and Limitations**

#### **Project Strengths**

The 3-day PD is focused on providing stakeholders with the necessary resources to improve/enhance new instructor training. The structure of the PD provides participants with an opportunity to demonstrate their understanding of the presented concepts through engagement and collaboration with others. The resources included in the course reflect consideration for the application of industry concepts in a higher education context. Participants have access to a Getting Started learning module that clearly introduces participants to the purpose and structure of the course content (Jaggers & Xu, 2016). All learning modules contain the required resources for completing each module. The learning modules are stand-alone, and all participants must complete each learning module.

The delivery of the PD is both synchronous (Zoom) and asynchronous (LMS). This approach integrates interpersonal communication between the facilitator and the participants (Jaggers & Xu, 2016). The participants are familiar with the LMS, the learning module design, and Zoom (Shattuck & Anderson, 2013).

#### **Project Limitations**

While the design of the proposed PD has many strengths, it also has limitations. One of the limitations that I identified with this study is the length of the PD. While I anticipate that participants will gain a great deal from a 3-day PD, effective PD is continuous and covers concepts in more breadth and depth. Another limitation of this

study was my lack of familiarity with new instructor training. While this lack of familiarity limited the potential for bias, it also limited the scope of this study to instructors' perceptions of new instructor training.

### **Recommendations for Alternative Approaches**

I used a qualitative descriptive approach for this study. A viable alternative to this approach is a longitudinal study following a cohort of new instructors through new instructor training and a minimum of three modules after the completion of new instructor training. This approach would place the researcher closer to the process and the participants represented in the data.

### **Alternative Project Recommendation**

A program evaluation is an alternative project option in lieu of a 3-day PD. Given the study's limitations and my lack of familiarity with new instructor training, it was not possible to conduct a program evaluation or policy recommendation.

### **Scholarship, Project Development and Evaluation, and Leadership and Change**

I learned many valuable lessons on this research journey. This process challenged me as a life-long learner, researcher, a writer, and as an educator. One of the most important lessons I learned from this experience is not to take on too much because it is not possible to solve all the problems with one study. While I gained a deeper understanding and respect for the process, I also acknowledge that it is a rite of passage. Completion of the doctoral process signifies my readiness to contribute to the body of knowledge in my field through scholarship. I am an emerging scholar, committed to a life of learning and knowledge-sharing.

## **Project Development**

I struggled to identify the most suitable final project genre for this study. In fact, I consider this part of the study as frustrating as conducting a literature review. I did not want my experience with PD to influence my selection of the final project genre. I can confidently convey that I did my due diligence in selecting the most appropriate final project genre for this study. The most challenging aspect of developing a 3-day PD was continually reminding myself that the purpose of the PD was not to solve the problem, but rather to provide the stakeholders with the resources they need to develop their own solution(s). Additionally, it was important to ensure that the PD modeled consideration for the participants as adult learners.

## **Leadership and Change**

My cumulative experience in higher education spans over 20 years, with the last 10 years in online higher education. I consider myself a “jack-of-all-trades” in higher education, based on the positions I held over the years. While I appreciate the knowledge that comes with this wide breadth of experience, I am ready to settle down and finally become the “master” of something. The doctoral process shed light on this aspect of my career in higher education. This process taught me about the relationship between “doing more” by “being more.” As I continue my career in higher education, I will apply what I learned from this process to “be more,” so that I can “do more” to positively influence the future of higher education.



**Reflections of Self as a Scholar**

This process promoted my growth and development as an emerging scholar. Through this process, I learned to examine problems from a variety of perspectives with a more critical, objective lens. I also learned about the important role reflection plays in the development of new meanings by acknowledging my presuppositions and assumptions while challenging my own thoughts, feelings, and beliefs. I plan to continue my research and contribute to the body of knowledge in ways that promote social change and positively impact higher education.

**Reflection of Self as a Practitioner**

Practitioners in higher education should engage in activities that support scholarly discourse, inform practice, and promote positive social change. I examined each genre through the lens of a practitioner. After careful consideration and much deliberation, I opted to design a 3-day PD. The goals of the 3-day PD are to create an awareness of instructor perceptions of new instructor training, explore gaps between actual and perceived new instructor training outcomes (based on the study findings), and provide participants with tools and resources to inform decisions related to the improvement/enhancement of new instructor training.

This 3-day PD provides an opportunity for stakeholders to engage in no-name, no-rank scholarly discourse through synchronous sessions, group discussions, and group activities that promote the sharing of information, insights, and perspectives related to the daily topics. The examination of instructor perceptions, current university practices, and the introduction of new tools and resources will likely inform the

improvement/enhancement of the existing new instructor training. The exploration of instructor perceptions compared to current university practices and consideration for the connections between instructor training, instructor perception of preparedness, instructor self-efficacy, and instructor performance will shed light on how the enhancement/improvement of existing new instructor training promotes positive social change.

### **Reflections of Self as a Project Developer**

As I developed the project, my audience (stakeholders at the local site/adult learners) and the project scope, in relation to the findings, were always top of mind. The 3-day PD was developed with the desired outcomes in mind. From the desired outcomes, I worked backwards to identify and develop the best methods of assessing whether participants achieved the desired results. Lastly, I planned the learning experience and instruction. This backward design ID model provided a solid framework for the PD design. This framework helped me narrow the scope of what could reasonably be covered over the course of 3 days, how the integration of reflection activities and presentations could be used to assess the construction of knowledge, and what instructional strategies engage learners and promote the construction of knowledge. The interactive, collaborative, reflective, and self-directed activities integrated in both the synchronous and asynchronous sessions were designed to engage adult learners. The data from the individual reflection activities, the group activities, the pre/post assessments, and the final PD evaluation will be used to evaluate the consistency of the findings and the effectiveness of the PD.

### **Reflection on Importance of the Work**

This process solidified my beliefs about the importance of ensuring that new instructors receive the training and tools they need to be successful in an online setting. One of the most important considerations when developing new instructor training is the role of the new instructor as an adult learner. The proposed 3-day PD reflects consideration for the role of the new instructor as an adult learner and covers best practices in applying learning theories, L&D, ID, and training and evaluation models.

This work is important because it can be used to inform L&D strategies, ID, and training and evaluation practices for new instructors hired to teach online courses. The purpose of new instructor training is to prepare the new online instructor to facilitate learner-centered online courses and to meet university performance expectations. New instructors desire to provide learners with a quality learning experience and expect the same care and consideration to be applied to their learning experience.

### **Implications, Applications, and Directions for Future Research**

#### **Implications for Future Research**

The positive social change implications of this study include the delineation of the instructor's position and the explication of the instructor as an adult learner, espousing the duality of the new instructor as both an instructor and an adult learner and training curriculum grounded in critical reflection. While the purpose of this study was to explore instructors' perceptions of new instructor training at one online university, other online universities that hire and train new instructors can utilize the framework of this study to conduct internal research and use the results of that research to inform new instructor

training and PD offerings. The proposed 3-day PD will provide stakeholders involved in new instructor training with the opportunity to explore learning theories, L&D, ID, and training and evaluation models that are important considerations when developing new instructor training.

New instructor training that focuses on the following areas will promote a more informed training approach: (a) how existing and future experiences shape current learning, (b) the importance of meeting new instructors where they are in their learning process to promote autonomous learning, (c) what new instructors need to know and why (i.e., relevance to new instructors), (d) how new instructors plan to apply what they learn from past/current learning experiences to future situations (i.e., relevance to others), and (e) the reasons they desire to share meanings from learning experiences (Conaway & Zorn-Arnold, 2016; Thompson, 2020). I designed this PD to include opportunities for participants to develop strategies to improve/enhance new instructor training. I allocated time for participants to reflect and provide feedback to improve/enhance the PD. The PD reflects consideration for the participants as adult learners and models best practices for developing new instructor training.

### **Application for Future Research**

The practical application of this PD is to provide stakeholders involved in the decision-making surrounding the training of new instructors with the resources they need to explore and apply learning theories, L&D strategies, ID, and training and evaluation models. The application of this PD is not limited to the academic department. Other departments within the university can benefit from the exploration and application of the

concepts covered in this PD. The ideal application of the concepts covered in this PD is they will inform the improvement/enhancement of new instructor training.

### **Directions for Future Research**

Based on what I learned from reflecting on the content of this study, directions for future research include expanding qualitative research to further explore faculty perceptions of their experience during new instructor training. In addition to expanding the qualitative research, integrating a quantitative approach to collect measurable data that can be used to identify opportunities for improvement, measure the effectiveness of applied training concepts, and better understand instructor perceptions of self-efficacy before, during, and after new instructor training are also important considerations. The potential outcomes of future research could include modifications to the PD, policy recommendations, or the implementation of regularly scheduled program evaluation.

### **Conclusion**

The purpose of this qualitative descriptive study was to explore instructors' perceptions of new instructor training. The findings of the study were used to inform the development of a 3-day PD in Section 3. This section addressed my final reflections related to the completion of the final study. The project strengths include the opportunities for participants to collaborate, reflect, apply concepts, and provide feedback that will inform future training practices. Limitations of the study include the length of the study and my lack of familiarity with the existing new instructor training. An alternative approach to this study is a longitudinal study with periodic program evaluation as an alternative project. The audience, project scope, and project evaluation informed the

project development. Implications, applications, and directions for future research include the delineation of the instructor's position and the explication of the instructor as an adult learner, the development of training curriculum that emboldens the role of the instructor as an adult learner and expands qualitative research to further explore faculty perceptions of their experience during new instructor training. The 3-day PD was not designed to solve the problem, but rather to provide the stakeholders with the resources they need to develop their own solution(s). This experience imbued me with the confidence to "be more" so that I can "do more". As a reflective scholar-practitioner I plan to put what I learned from this experience into practice by engaging in activities that promote scholarly discourse, inform practice, and positively influence social change.

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## Appendix A: The Project

Time: 8:00a-5:00 p	Day 1 Synchronous Zoom Session
8:00-8:30	Welcome and Participant Introductions
8:30-8:45	Group activity - Icebreaker
8:45-9:00	Brief participants on the agenda and structure for three-day PD
9:00-9:15	Setting expectations (facilitator and participants)
9:15-9:30	Explain the purpose of the PD
9:30-10:30	Discussion focused on the existing new instructor training
10:30 – 10:45	Break
10:45 – 11:45	Summary of Section 1 of Project Study
11:45 – 12:00	Group discussion – reflections
12:00 – 1:00	Lunch Break
1:00 – 1:30	Summary of Section 2 of Project Study
1:30 – 1:45	Group discussion – reflections
1:45 – 2:00	Break
2:00 – 2:30	Overview of Section 3 of Project Study
2:30 – 2:45	Group discussion – reflections
2:45 – 3:15	Overview of Section 4 of Project Study
3:15 – 3:30	Group discussion – reflections
3:30 – 3:45	Break
3:45 – 4: 15	Review of data from initial participant assessments
4:15 – 4:30	Group discussion - reflections
4:30 – 4:45	Recap of the day
4:45 – 5:00	Introduction of Day 2, asynchronous PD
5:00	Adjourn

Time: 8:00a-5:00 p	Day 2 Self-Paced LMS Course
8:00 - 9:00	Learning Module One – Instructors as Adult Learners
9:00 – 9:15	Learning Module One - Assessment
9:15 - 10:15	Learning Module Two – Learning Theories
10:15 - 10:30	Learning Module Two - Assessment
10:30 - 11:30	Learning Module Three – Learning & Development
11:30 - 11:45	Learning Module Three - Assessment
11:45 – 12:15	Lunch Break
12:15 – 1:15	Learning Module Four – Instructional Design
1:15 – 1:30	Learning Module Four - Assessment
1:30 – 2:30	Learning Module Five – Education & Training
2:30 – 2:45	Learning Module Five - Assessment
2:45 – 3:45	Learning Module Six – Evaluation Models
3:45 – 5:00	Learning Module Six - Assessment
5:00	Adjourn



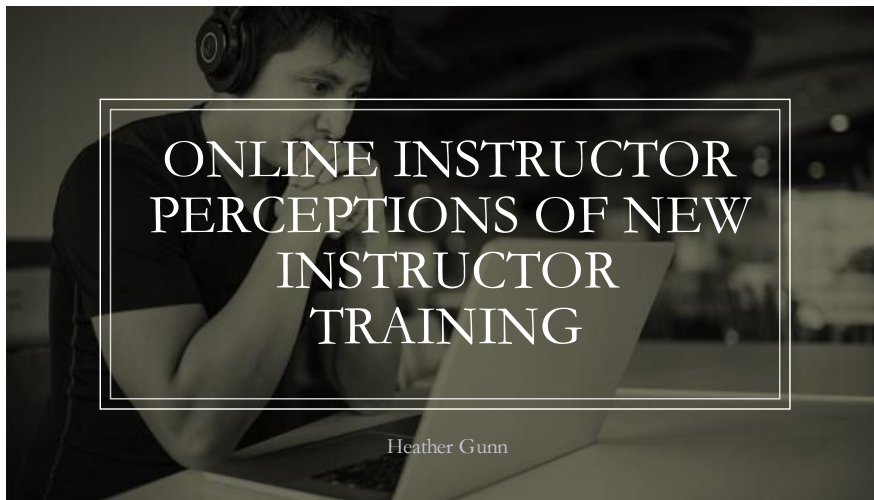
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Time: 8:00a-5:00 p	Day 3 Synchronous Zoom Session
8:00 - 8:30	Brainteaser
8:30 - 9:00	Welcome and Recap of Days 1 & 2
9:00 - 9:45	Group activity – Instructors as Adult Learners
9:45 - 10:00	Break
10:00 - 11:00	Group activity – Learning Theories
11:00 - 12:00	Group activity – Learning & Development
12:00 - 1:00	Lunch Break
1:00 - 2:00	Group activity – Instructional Design
2:00 - 2:45	Group activity – Training & Education
2:45 - 3:00	Break
3:00 - 4:00	Group activity – Evaluation Models
4:00 - 4:30	Final Group Application Activity
4:30 - 5:00	PD Recap, post-assessment instructions, PD evaluation instructions
5:00	Adjourn

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**Training Materials**

<b>Facilitator</b> <ul style="list-style-type: none"><li>✓ PowerPoint Presentation</li><li>✓ Computer or Laptop with audio and video capabilities</li></ul>
<b>Participants</b> <ul style="list-style-type: none"><li>✓ Computer or Laptop with audio and video capabilities</li><li>✓ Notebook/Paper and pen for taking notes</li></ul>



## Project Purpose

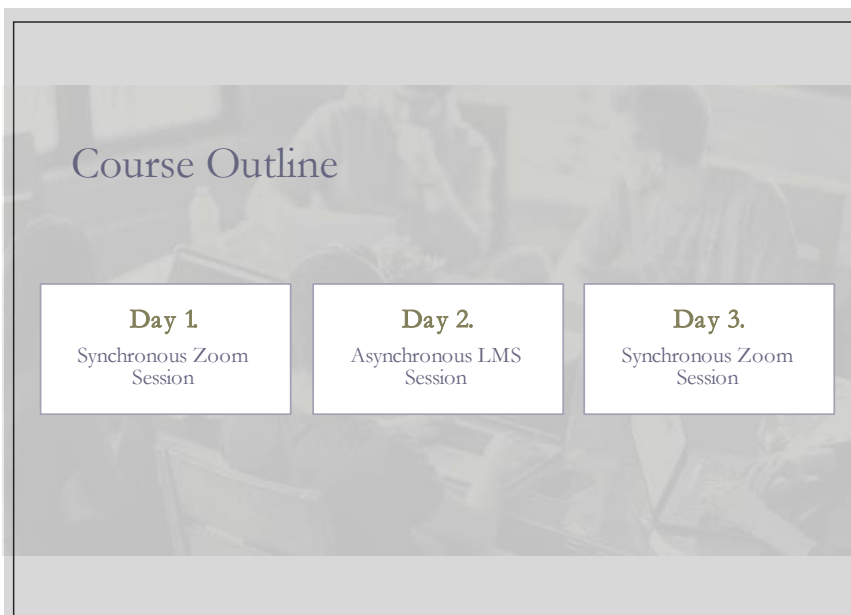
The purpose of this project is to provide stakeholders with the resources they need to develop their own solution(s) to the local problem.

## Project Goals

- Increase participants' awareness of how instructors perceive new instructor training
- Promote consideration of the new instructor as an adult learner
- Explore learning theories, L&D, ID, training, and evaluation models

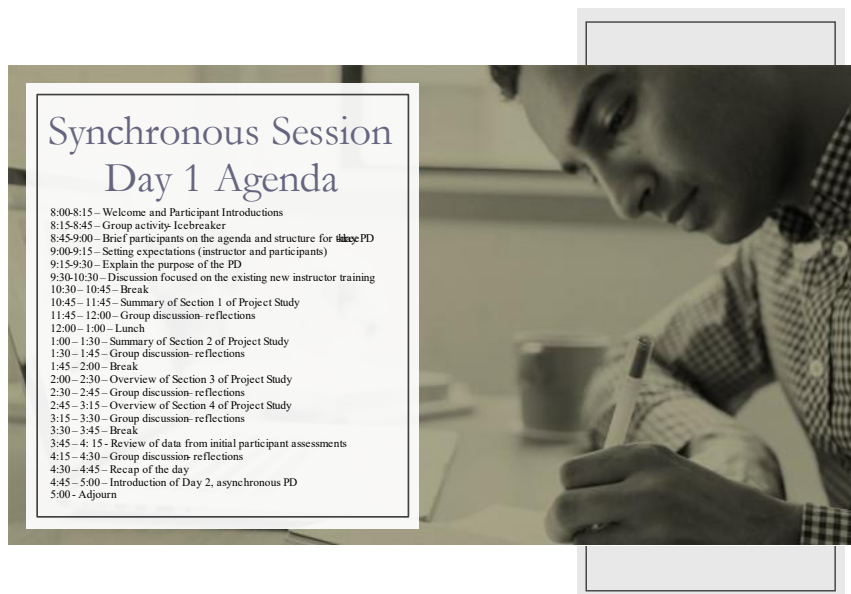
## Audience

- PD participants consist of stakeholders involved in the decision -making surrounding new instructor training, e.g., the VP of Online, the VPAA, and the ADFD.



## Course Outline

<p><b>Day 1.</b> Synchronous Zoom Session</p>	<p><b>Day 2.</b> Asynchronous LMS Session</p>	<p><b>Day 3.</b> Synchronous Zoom Session</p>
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## Synchronous Session Day 1 Agenda

8:00-8:15 - Welcome and Participant Introductions  
 8:15-8:45 - Group activity- Icebreaker  
 8:45-9:00 - Brief participants on the agenda and structure for ~~this~~ PD  
 9:00-9:15 - Setting expectations (instructor and participants)  
 9:15-9:30 - Explain the purpose of the PD  
 9:30-10:30 - Discussion focused on the existing new instructor training  
 10:30 - 10:45 - Break  
 10:45 - 11:45 - Summary of Section 1 of Project Study  
 11:45 - 12:00 - Group discussion- reflections  
 12:00 - 1:00 - Lunch  
 1:00 - 1:30 - Summary of Section 2 of Project Study  
 1:30 - 1:45 - Group discussion- reflections  
 1:45 - 2:00 - Break  
 2:00 - 2:30 - Overview of Section 3 of Project Study  
 2:30 - 2:45 - Group discussion- reflections  
 2:45 - 3:15 - Overview of Section 4 of Project Study  
 3:15 - 3:30 - Group discussion- reflections  
 3:30 - 3:45 - Break  
 3:45 - 4:15 - Review of data from initial participant assessments  
 4:15 - 4:30 - Group discussions- reflections  
 4:30 - 4:45 - Recap of the day  
 4:45 - 5:00 - Introduction of Day 2, asynchronous PD  
 5:00 - Adjourn



8:00-8:15 – Welcome and Participant Introductions

8:15-8:45 – Group Activity – Icebreaker – there are hundreds of icebreaker options, the icebreaker (example below).

Online Quiz Virtual Icebreaker (<https://snacknation.com/blog/virtual-team-building/>)

- Source: QuizBreaker
- Time: About 5 minutes per person
- How-to:
  - Each team member you invite to QuizBreaker can answer up to 100 curated icebreaker questions that have been carefully researched to elicit fun learnings and build trust in teams. Players can skip any question they don't want to answer.

- Using the icebreaker answers from your team, QuizBreaker then generates unique ‘who said what’ quizzes for each member of your team. These are automatically sent out via email and can be scheduled to your desired timing, volume & frequency.

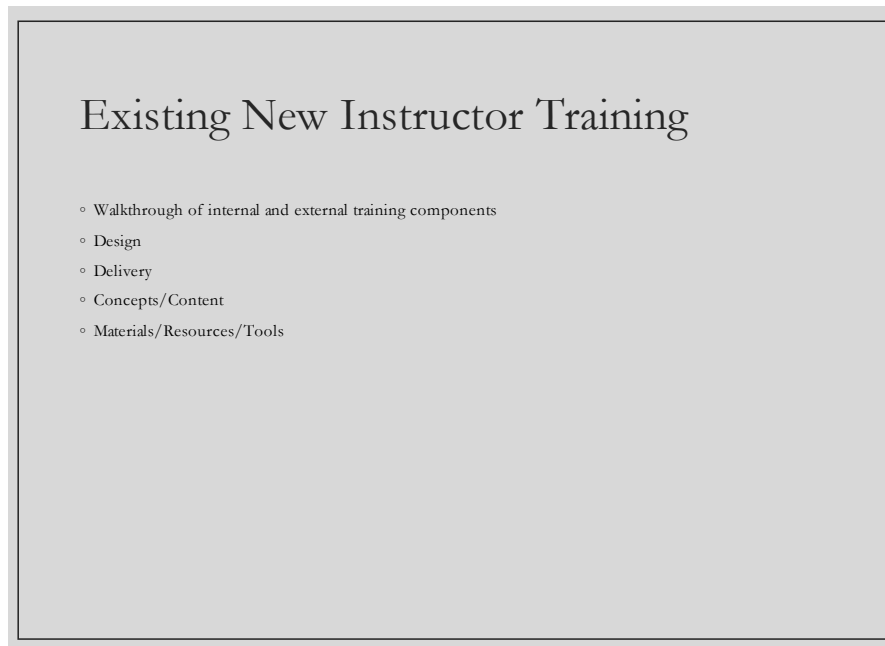
8:45-9:00 – Brief participants on the agenda and structure for each day of the 3-day PD.

9:00-9:15 – Setting Expectations

- What do participants expect to gain from the PD, overall?
- What should participants expect from the instructor?
- What should the instructor expect from the participants?
- What are some ground rules of engagement?

9:15-9:30 – Explain the purpose of the PD

- The purpose of the PD is to create an awareness of instructor perceptions of new instructor training, explore gaps between actual and perceived new instructor training outcomes (based on the study findings), and provide participants with tools and resources to inform decisions related to the improvement/enhancement of new instructor training.

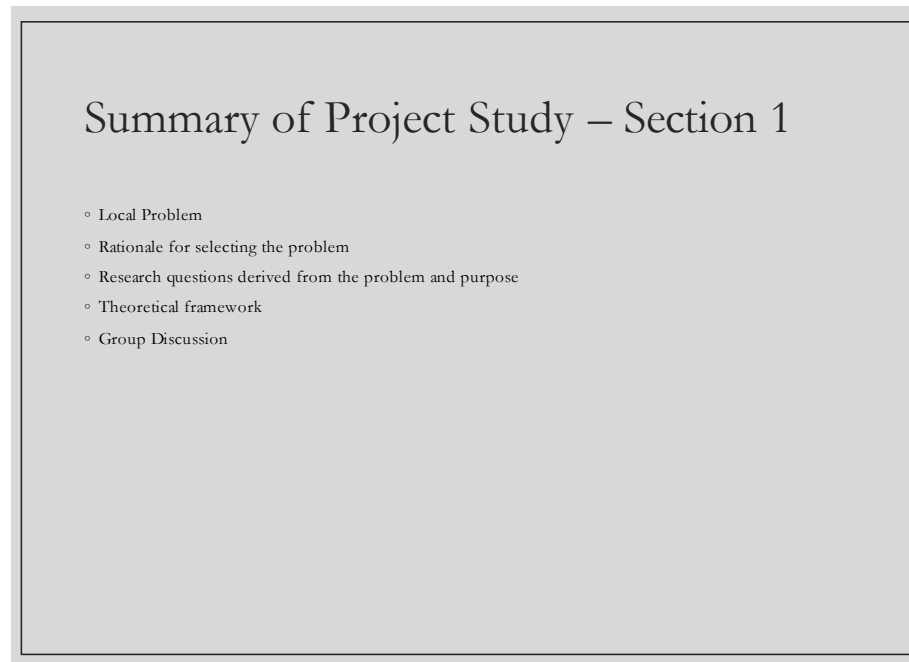


9:30-10:30 – Discuss the existing new instructor training

- The ADFD will walk the group through, via screensharing, the existing new instructor training, to include training components that are external to the LMS.
- Participants will be instructed to take notes during the walk through.

10:30-10:45 – Break





### Summary of Section 1 of Project Study

- The summary will include a slide presentation that covers the key elements of Section 1:
  - Brief description of the local problem
    - The new instructor training provided by NSEW University influences instructors' perceptions of their preparedness to apply a learner-centered approach to instruction, meet the expectations of the university, and positively influence student success. Consideration of the instructor's role and the influence of new instructor training on instructor perceptions of their preparedness raised questions about how online instructors perceive their new instructor training experiences.

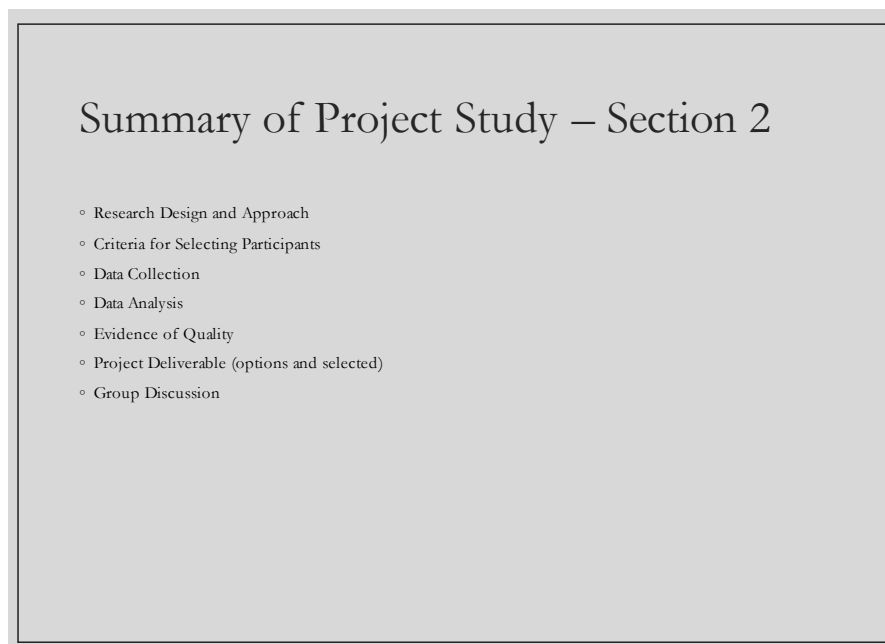
- Rationale for selecting the problem
  - New online instructors do not know what they do not know until they put what they think or might know into practice. Evaluating instructors' perceptions after solo instruction will produce actionable data that can be used to identify the impact of training, including the identification of potential training gaps (e.g., expectations, time management, course/materials preparation, technical issues), and inform new instructor training practices (Chi, 2015; Dana, Havens, Hochanadel, & Phillips, 2010; Frazer, Sullivan, Weatherspoon, & Hussey, 2017).
- Explain the significance of the local problem
  - By understanding these perceptions, I identified the need for delineation between the instructional position and the instructor as an adult learner. This delineation promotes the development of training curriculum that espouses the duality of the role which emboldens the instructor as an adult learner during training and a learner-centered facilitator in the classroom (Nafukho, Alfred, Chakraborty, Johnson, & Cherrstrom, 2017).
- Share the research questions that were derived from the problem and purpose of the study
  - How do instructors feel about the training they received before teaching?
  - Do instructors perceive the new instructor training prepared them to meet expectations?

- In what ways do instructors think new instructor training can be improved or enhanced?
- Theoretical framework
  - Mezirow's (1997) TL theory served as the theoretical framework that guided this study. The conditions that support TL are: (a) life experience, (b) critical reflection, (c) discourse, and (d) action (Coghlan, Brydon-Miller, & Hershberg, 2014). TL focuses on the locus of learning from the learner's critical reflection of individual life experiences. This level of reflection results in the construction of new meanings. Discourse is the social framing and reinforcement of newly constructed meanings through identifying common understandings (Merriam, Caffarella, & Baumgartner, 2007). Meanings are often situated in interactions between new instructors, the ADFD, and mentors, aka More Knowledgeable Others (McLeod, 2018) during training. Those instructors who fully engage in discourse with others are more likely to identify, implement, and share best practices (Bandura, 1977; Rogers, 1969; Schaefer, Fabian, & Kopp, 2019). In the context of this study, it was necessary to ensure that the role of the instructor was autonomous from the role of the instructor as an adult learner, despite correlated interdependence.

11:45-12:00 – Group Discussion

- The group will collectively and openly discuss questions, comments, concerns, and/or criticisms of the information covered up to this time in the training.

12:00-1:00 – Lunch – participants will exit the Zoom room for lunch; the instructor will remain in the Zoom room (camera and mic off) during lunch for monitoring purposes (should participants return early)



### Summary of Section 2 of Project Study

- The summary will include a slide presentation that covers the key elements of Section 2:
  - The research design and approach
    - a qualitative descriptive design was the most appropriate because of the focus it places on those who experienced the phenomenon (Giorgi

et al., 2017; Korstiens & Moser, 2017; Lambert & Lambert, 2012; Sutter, 2012).

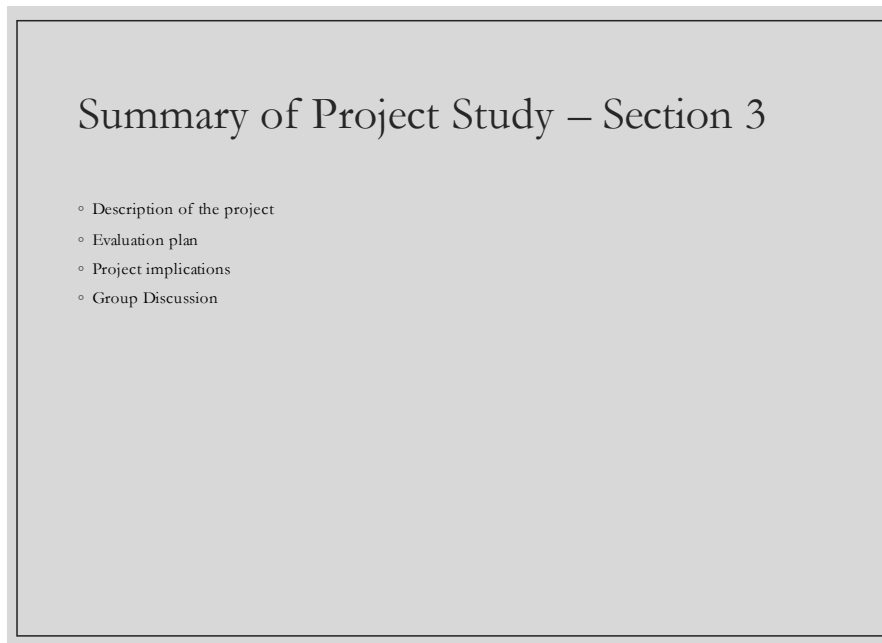
- A qualitative descriptive design was applied to explore this phenomenon at a 4-year online university in the western United States. A survey questionnaire helped identify study participants based on the participant survey responses and provide a more holistic perspective of the instructor's experience, including other factors that might influence the instructor's perceptions of new instructor training.
- Criteria for selecting participants
  - Participants were selected based on the criteria of (a) their completion of new instructor training at least 2 years before starting data collection and (b) consent via Question #12 in the survey questionnaire to contact regarding the opportunity to participate in one-on-one, semistructured interviews.
- Data collection
  - Survey Questionnaire – 12 questions, SurveyMonkey, demographic information
  - Semistructured interviews – 12 questions, conducted via Zoom
- Data analysis
  - Analysis of Survey Questionnaire to identify final study participants who met the criteria

- Analysis of semistructured interview data – simplified version of Moustaka’s modified Stevick-Colaizzi-Keen method (self-reflection/epoche`), identifying non-repetitive statements and words that aligned with instructors’ perceptions of new instructor training, created list of meaning units/themes, developed textural descriptions, developed structural description of how the experience happened focusing on the online learning environment setting and the training they received to prepare them to teach in an online learning environment. Lastly, I composed a description that captured the essence of what each instructor experienced and how they experienced new instructor training (Creswell, 2013; Frey, 2018; Percy, Kostere, & Kostere, 2015; Roulston, 2013; Saldaña, 2013; Salmons, 2015; Watling-Neal, Neal, VanDyke, & Kornbluh, 2015).
- Evidence of quality
  - Triangulation through transcription and member checking
- Project deliverable – options and selected
  - Evaluation report, curriculum plan, professional development/training curriculum materials, and policy recommendation with detail

#### 1:30-1:45 – Group Discussion

- The group will collectively and openly discuss questions, comments, concerns, and/or criticisms of the information covered up to this time in the training.

1:45-2:00 – Break



#### Overview of Section 3 Project Study

- The overview will include a slide presentation that covers the key elements of Section 3:
  - Brief description of the project
    - A 3-day PD was developed to create an awareness of the importance of understanding instructor perceptions of new instructor training, while providing training and resources that can be used by the university to improve/enhance new instructor training. The training is sequential and includes two synchronous meetings with participants that bookend the asynchronous LMS course. Throughout the 3-day PD, participants begin to formulate strategies that inform the improvement/enhancement of new instructor training. The PD

participants engage in both individual and group exercises conducive to their understanding of the concepts.

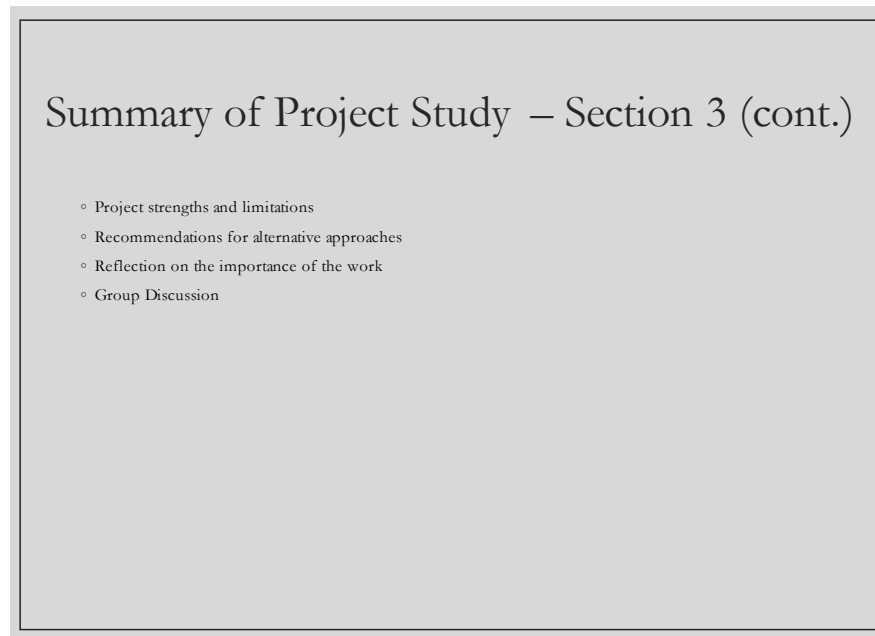
- Evaluation Plan
  - Given the nature of the PD goals and evaluation goals, I plan to employ a summative evaluation method. A summative evaluation method will provide insight into the efficacy of the PD and inform future improvement/enhancement strategies (Frey, 2018). Some of the benefits associated with employing a summative evaluation method include measuring actual outcomes to expected outcomes (Perez-Soltero et al., 2019), identify gaps in resources and/or tools, and identify what, if any, unintended outcomes should be considered for future improvement/enhancement.
- Project Implications
  - While this project study was not designed to deliver new instructor training options, the findings shed light on the need to further explore the relationships between concepts such as learning theories, ID, L&D, training, and evaluation methods as they relate to the design and delivery of new instructor training. Other online universities that hire and train new instructors can utilize this study as a framework to conduct internal research, the result of which can inform the creation of new instructor training and professional development offerings



specific to their institutional needs and that promote consideration for the new instructor as an adult learner.

#### 2:30-2:45 – Group Discussion

- The group will collectively and openly discuss questions, comments, concerns, and/or criticisms of the information covered up to this time in the training.



#### Overview of Section 3 Project Study

- The overview will include a slide presentation that covers the key elements of Section 4:
  - Project Strengths and Limitations
    - Delivery method (synchronous and asynchronous), collaboration/engagement with others, individual and group activities.

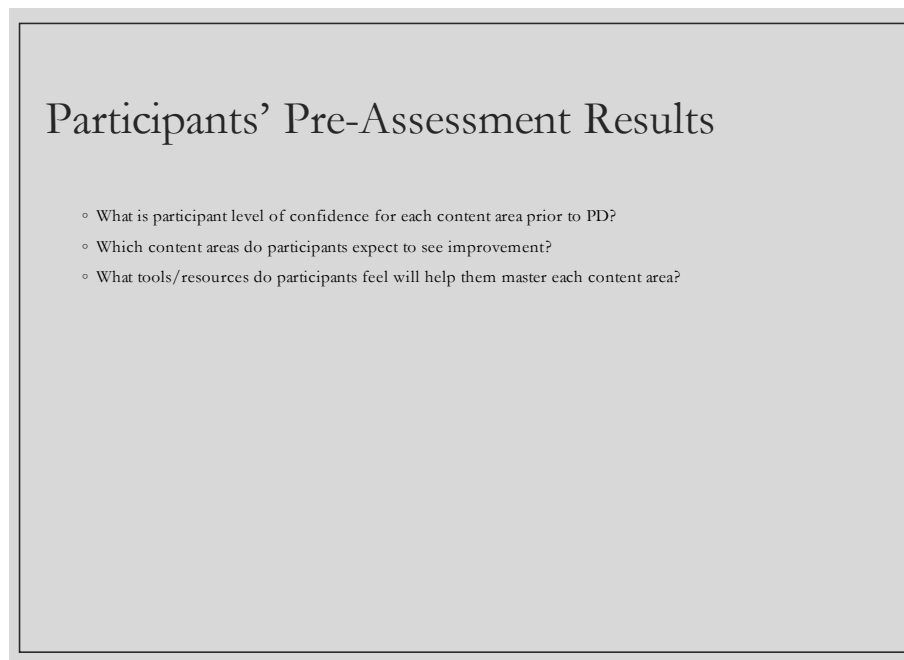
- PD is not continuous, breadth and depth are compromised, lack of familiarity of new instructor training (likely multiple updates over the years)
- Recommendations for Alternative Approaches
  - I used a qualitative descriptive approach for this study. A viable alternative to this approach is a longitudinal study following a cohort of new instructors through new instructor training and a minimum of three modules after the completion of new instructor training. This approach would place the researcher closer to the process and the participants represented in the data.
  - Program evaluation is alternative project option
- Reflection on the Importance of the Work
  - This work is important because it can be used to inform L&D strategies, ID, and training and evaluation practices for new instructors hired to teach online courses. The purpose of new instructor training is to prepare the new online instructor to facilitate learner-centered online courses and to meet university performance expectations. New instructors desire to provide learners with a quality learning experience and expect the same care and consideration to be applied to their learning experience. Ultimately, the importance of this work is the impact tied to throwing out the “do as I say, not as I do” model and adopting the “do as I do” model. In true form, we expect “those who

can do” to teach; to fully support new instructors, it is necessary to  
“practice what we preach.”

### 3:15-3:30 – Group Discussion

- The group will collectively and openly discuss questions, comments, concerns, and/or criticisms of the information covered up to this time in the training.

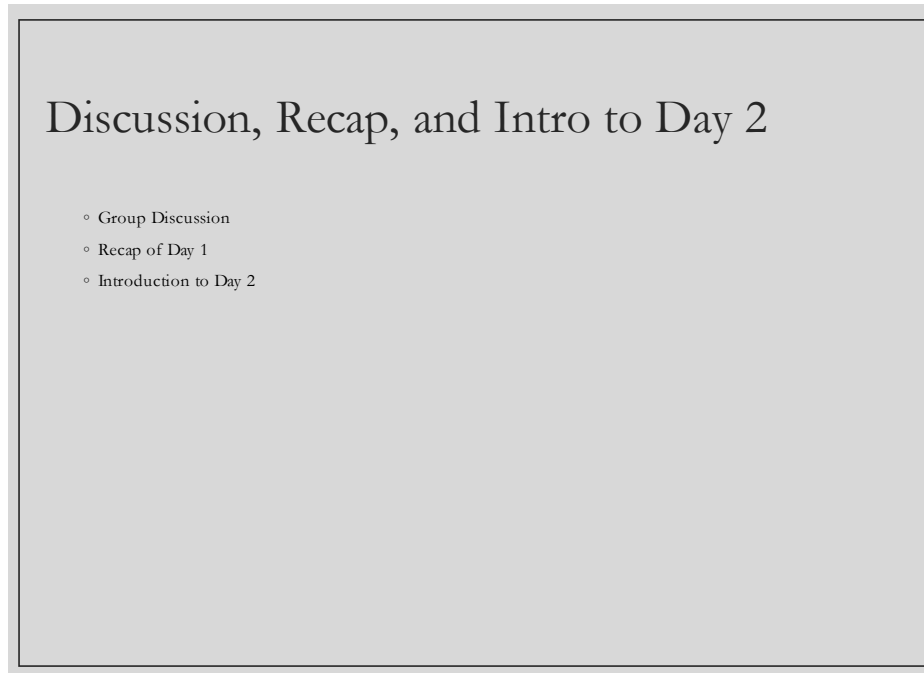
### 3:30-3:45 – Break



Review of PD participant pre-assessment results (participant identities will not be disclosed)

- Participants must complete a comprehensive pre-assessment prior to the first day of training. As the facilitator, I will collect, analyze, and present the data to the participants. This will provide participants with the opportunity to consider where they are in their confidence/understanding of each content

area, where they desire to be in their confidence/understanding of each content area and consider what tools/resources might help them increase their confidence/understanding of each content area.




4:15-4:30 – Group Discussion

- The group will collectively and openly discuss questions, comments, concerns, and/or criticisms of the information covered throughout the Day 1 training.

4:30-4:45 – Recap of the training content covered during Day 1

4:45-5:00 – Introduction to Day 2, synchronous PD

5:00 – Adjourn



## Asynchronous Session Day 2 Agenda

8:00 a.m. – 5:00 p.m.

8:00 - 9:00 – Learning Module One Instructors as Adult Learners  
 9:00 - 9:15 – Learning Module One Assessment  
 9:15 - 10:15 – Learning Module Two Learning Theories  
 10:15 - 10:30 – Learning Module Two Assessment  
 10:30 - 11:30 – Learning Module Three Learning & Development  
 11:30 - 11:45 – Learning Module Three Assessment  
 11:45 - 12:15 – Lunch Break  
 12:15 - 1:15 – Learning Module Four Instructional Design  
 1:15 - 1:30 – Learning Module Four Assessment  
 1:30 - 2:30 – Learning Module Five Education & Training  
 2:30 - 2:45 – Learning Module Five Assessment  
 2:45 - 3:45 – Learning Module Six Evaluation Models  
 3:45 - 4:00 – Learning Module Six Assessment  
 4:00 - 5:00 – Individual Reflection

## Learning Module 1 Content

### Instructors as Adult Learners

- Review the following list of resources in any order and at your own pace.
  - Ajani, O. A. (2019). Understanding teachers as adult learners in professional development activities for enhanced classroom practices. *AFFRIKA: Journal of Politics, Economics & Society*, 9(2), 195-208. doi:10.31920/2075-6534/2019/9n2a10
  - Conaway, W. & Zorn Arnold, B. (2016). The keys to online learning for adults: The six principles of andragogy. *Distance Learning* 13(2).
  - Diep, A. N., Zhu, C. Cocquyt, C., De Greef, M., Vo, M. H., & Anwing, T. (2019). Adult learners' needs in online and blended learning. *Australian Journal of Adult Learning*, 5(2).
  - Gregson, J. A., & Sturko, P. A. (2007). Teachers as adult learners: Reconceptualizing professional development. *Journal of Adult Education*, 3(1), 1-18.
  - Shaheen Sajan. (2017, February 5). *How Adults Learn* [Video]. YouTube. <https://www.youtube.com/watch?v=3LdEwYDDJBg>
  - David M. Kopp. (2017, June 27). *Andragogy: Adult Learning Principles* [Video]. YouTube. [https://www.youtube.com/watch?v=j\\_MAdKLDX6A](https://www.youtube.com/watch?v=j_MAdKLDX6A)
- Discussion Q&A
  - Please post any questions you have regarding concepts covered in the resources in this discussion forum.
- Learning Module Quiz Assessment
  - The assessment consists of four questions you will be able to answer once you review the learning module resources.

## Learning Module One – Instructors as Adult Learners

- Online Instructors as Adult Learners
  - Characteristics of Adult Learners

- Driven by self-concept, a need to know, experience, readiness to learn, orientation to learning, and motivation to learn
- Adult Learning Principles
  - the involvement of the adult learner in the process, (b) learning from experience (i.e., successes and failures), (c) immediately relevant and actionable information, and (d) the desire to solve real-world problems
- Resources
  - Ajani, O. A. (2019). Understanding teachers as adult learners in professional development activities for enhanced classroom practices. *AFFRIKA: Journal of Politics, Economics & Society*, 9(2), 195-208. <https://doi.org/10.31920/2075-6534/2019/9n2a10>
  - Conaway, W., & Zorn-Arnold, B. (2016). The keys to online learning for adults: The six principles of andragogy. *Distance Learning* 13(2).
  - Diep, A. N., Zhu, C., Cocquyt, C., De Greef, M., Vo, M. H., & Vanwing, T. (2019). Adult learners' needs in online and blended learning. *Australian Journal of Adult Learning*, 59(2).
  - Gregson, J. A., & Sturko, P. A. (2007). Teachers as adult learners: Re-conceptualizing professional development. *Journal of Adult Education*, 36(1), 1-18.
  - David M. Kopp. (2017, June 27). *Andragogy: Adult Learning Principles* [Video]. YouTube. [https://www.youtube.com/watch?v=j\\_MAdKLDX6A](https://www.youtube.com/watch?v=j_MAdKLDX6A)

- Shaheen Sajan. (2017, February 5). *How Adults Learn* [Video]. YouTube. <https://www.youtube.com/watch?v=3LdEwYDDJBg>
- Discussion Q&A – this is a discussion that I will monitor for provide answers to questions the participants might have regarding the learning module content.
- Assessment- 4 questions
  - Q1 – The educational goals of adult learners are often driven by all the following, EXCEPT
  - Q2 – Which of the following is NOT one of the four adult learning principles proposed by Knowles
  - Q3 – Select the other factors that influence how adults perceive their learning experiences. Select ALL that apply
  - Q4 – All of the following are ways to motivate adult learners, EXCEPT

## Learning Module 2 Content

**Learning Theories**

- Review the following list of resources in any order and at your own pace.
  - Sink, D. L. (2014). Chapter 11: Design models and learning theories for adults. In *ASTD handbook: The definitive reference for training & development* (2nd ed., pp. 181-199). Alexandria, VA: ASTD Press.
  - BlueSofaMedia. (2012, December 30). *Use a Learning Theory: Behaviorism* [Video]. YouTube. <https://youtu.be/KYDYzR-ZWRQ>
  - BlueSofaMedia. (2013, July 5). *Use a Learning Theory: Cognitivism* [Video]. YouTube. <https://youtu.be/gugvpoU2Ewo>
  - BlueSofaMedia. (2012, December 30). *Use a Learning Theory: Constructivism* [Video]. YouTube. <https://youtu.be/Xa59prZC5gA>
  - Mister Simplify. (2020, September 5). *The Humanistic Theory by Carl Rogers – Simplest Explanation Ever* [Video]. YouTube. <https://youtu.be/sL44CV2i6NQ>
- Discussion Q&A
  - Please post any questions you have regarding concepts covered in the resources in this discussion forum.
- Learning Module Quiz Assessment
  - The assessment consists of five questions you will be able to answer once you review the learning module resources.

## Learning Module Two – Learning Theories

- Comparing Learning Theories
  - Behaviorist
  - Cognitive
  - Constructivist
  - Humanist
- Resources
  - Sink, D. L. (2014). Chapter 11: Design models and learning theories for adults. In *ASTD handbook: The definitive reference for training & development* (2nd ed., pp. 181-199). Alexandria, VA: ASTD Press.
  - BlueSofaMedia. (2012, December 30). *Use a Learning Theory: Behaviorism* [Video]. YouTube. <https://youtu.be/KYDYzR-ZWRQ>



- BlueSofaMedia. (2013, July 5). *Use a Learning Theory: Cognitivism* [Video]. YouTube. <https://youtu.be/gugvpoU2Ewo>
- BlueSofaMedia. (2012, December 30). *Use a Learning Theory: Constructivism* [Video]. YouTube. <https://youtu.be/Xa59prZC5gA>
- Mister Simplify. (2020, September 5). *The Humanistic Theory by Carl Rogers – Simplest Explanation Ever* [Video]. YouTube. <https://youtu.be/sL44CV2i6NQ>
- Discussion Q&A – this is a discussion that I will monitor for provide answers to questions the participants might have regarding the learning module content.
- Assessment- 5 questions
  - Q1 – The four common learning theories that inform instructional design (ID) include all of the following, EXCEPT
  - Q2 – T/F According to Constructivist Theory, learning occurs when learners construct meanings from their experiences
  - Q3 – T/F Learning transfer that results in the application of knowledge in many contexts aligns with Humanist Learning Theory
  - Q4 – The role of memory, according to Behaviorist Learning Theory, is the creation of emotional connections between existing knowledge and new knowledge
  - Q5 – T/F The only two factors that influence learning, according to Behaviorist Learning Theory, are the learner and the environment

## Learning Module 2 Content (cont.) – Learning Theory Comparison

	Behaviorist	Cognitive	Constructivist	Humanist
How learning occurs	Reactive	Changes between states of knowledge	Meaning from experiences	Connected to emotions
Factors that influence learning environment	Learner,	Learner, environment, corrective feedback	Interactions between learner and environment	Learner feelings about world
Role of memory	Acquisition of habits	Receiving, organizing, storing, and retrieving	Partnership between existing and new knowledge	Emotional connections between existing and new knowledge
Learning Transfer	Application of existing and new knowledge	Application of knowledge in many contexts	Involvement in authentic, meaningful tasks	Engagement in the learning process, intrinsic motivation to self-evaluate
Types of learning	Prescriptive instructional cues, practice, and reinforcement	Reasoning, problem solving, and information processing	Dependent on content and context, advanced expert-level learning	Cognitive and affective learning with a focus on learner ability to self-direct
Basic assumptions/principles relevant to ID	Producing observable/ measurable outcomes, preassessment, scaffolded mastery, and reinforcement	Active learner, hierarchical analysis, structured, and organized	Contextual, learner-driven, multiple delivery methods, promotes problem-solving, assessments driven by learner ability to transfer knowledge/ skills	Learner-driven, engagement fosters self-motivation, grades are not as important as self-reflection; feelings and knowledge are equally valued; a safe learning environment is essential
Structure of instruction	Practice and outcome-centered	Meaning-centered, promoting connections between existing and new knowledge	Meaning created by the learner; instruction is not predefined, focus on showing learners how to "construct" knowledge; construction of knowledge is monitored and evaluated	Model-based instruction, teach learning skills, motivate learners involve learners in task/subject selection, promote collaboration group work

*Note.* Adapted from "Behaviorism, Cognitivism, Constructivism: Comparing Critical Features From an Instructional Design Perspective," by P.A. Ertmer & T.J. Newby, 2013, *Performance Improvement Quarterly*, 26(2).

## Learning Module Two – Learning Theories

- Comparing Learning Theories
  - Behaviorist
  - Cognitive
  - Constructivist
  - Humanist

## Learning Module 3 Content

### Learning & Development (L&D)

- Review the following list of resources in any order and at your own pace.
  - Anderson, S. P. (2019, June 18). Toward a new model for corporate learning and development (Part 1). *Medium*. <https://medium.com/@stephenanderson/toward-a-new-model-for-corporate-learning-and-development-part-1-37290271e79>
  - BasuMallick, C. (2020, June 12). *What is learning and development (L&D)? Definition, objectives, and best practices for strategy*. <https://www.toolbox.com/hr/learning-development/articles/what-is-learning-and-development-objectives-strategy/>
  - Fayad, A. (2019, March 04). *Game changer: 3 tips for making the transition from HR to L&D*. <https://elmllearning.com/hr-to-l-and-d-transition/>
  - McInnes, P. (2019, October 5). L&D professionals' capability: Giving the kiss of life. *E-Learning Industry*. <https://elearningindustry.com/learning-and-development-professionals-capability>
  - Jennings, C. (2016, December 16). *70:20:10—Beyond the numbers*. <https://www.trainingjournal.com/articles/feature/702010-%E2%80%93beyond-numbers>
  - Cognology. (2018, April 4). *The 70:20:10 Approach to Learning and Development* [Video]. YouTube. <https://youtu.be/QTaQeTb1T7k>
- Discussion Q&A
  - Please post any questions you have regarding concepts covered in the resources in this discussion forum.
- Learning Module Quiz Assessment
  - The assessment consists of four questions you will be able to answer once you review the learning module resources.

## Learning Module Three – Learning & Development

- Learning & Development
  - Why, what, and how
    - Although L&D strategies focus on people development, they also influence employees' perceptions of overall job satisfaction, which leads to higher retention (BasuMallick, 2020; Brassey, Christensen, & van Dam, 2019). L&D should address the why (relevance), what (desired learning outcomes), and how (achievement of learning outcomes).
  - Cultivating a Culture of Learning
  - 70/20/10
- Resources

- Anderson, S. P. (2019, June 18). *Toward a new model for corporate learning and development (Part 1)*. Medium.  
<https://medium.com/@stephenanderson/toward-a-new-model-for-corporate-learning-and-development-part-1-3729f0271e79>
- BasuMallick, C. (2020, June 12). *What is learning and development (L&D)? Definition, objectives, and best practices for strategy*.  
<https://www.toolbox.com/hr/learning-development/articles/what-is-learning-and-development-objectives-strategy/>
- Fayad, A. (2019, March 04). *Game changer: 3 tips for making the transition from HR to L&D*. <https://elmllearning.com/hr-to-l-and-d-transition/>
- McInnes, P. (2019, October 5). *L&D professionals capability: Giving the kiss of life*. E-Learning Industry. <https://elearningindustry.com/learning-and-development-professionals-capability>
- Jennings, C. (2016, December 16). *70:20:10—Beyond the numbers*.  
<https://www.trainingjournal.com/articles/feature/702010-%E2%80%93-beyond-numbers>
- Cognology. (2018, April 4). *The 70:20:10 Approach to Learning and Development* [Video]. YouTube. <https://youtu.be/QTaQeTb1T7k>
- Discussion Q&A – this is a discussion that I will monitor for provide answers to questions the participants might have regarding the learning module content.

- Assessment- 4 questions
  - Q1 – T/F Learning & Development (L&D) is an integral part of talent management designed to align with and support strategic and operational goals
  - Q2 – T/F Learning & Development (L&D) strategies that focus more on the strategic and operational goals of the institution positively influence employees' perception of overall job satisfaction
  - Q3 – T/F Learning and Development (L&D) is about training employees
  - Q4 – The 70/20/10 approach refers to different ways people learn and acquire habits of high performance. Select the accurate distribution of the 70/20/10 approach from the list of options below

Learning Module 4 Content

**Instructional Design (ID)**

- Review the following list of resources in any order and at your own pace.
  - Donmez, M., & Cagiltay, K. (2016). A review and categorization of instructional design models. In *E-Learn: World Conference E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 370-384). Washington, DC.
  - Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective.
  - Instructional Design Central. (n.d.). *Instructional design models*. <https://www.instructionaldesigncentral.com/instructionaldesignmodels>
  - Kurt, S. (2018b, December 16). ADDIE model: Instructional design. *Educational Technology*. <https://educationaltechnology.net/the-addie-model-instructional-design/>
  - Mazhar, W. (2018). SAM model: Best instructional design model for short deadlines and staying on budget. *360 Learning*. <http://360learning.com/blog/sam-model-best-instructional-design-model-for-short-deadlines-and-staying-on-budget/>
  - Patel, S. R., Margolies, P. J., Covell, N. H., Lipscomb, C., & Dixon, L. B. (2018). Using instructional design, analyze, design, develop, implement, and evaluate, to develop elearning modules to disseminate supported employment for community behavioral health treatment programs in New York state. *Frontiers in Public Health*, 6, 113. <https://www.frontiersin.org/articles/10.3389/fpubh>
  - Scoppio, G., & Luyt, I. (2017). Mind the gap: Enabling online faculty and instructional designers in mapping new models for quality online courses. *Education and Information Technologies*, 21(3), 725-746. doi:10.1007/s10639015-9452-y
- Discussion Q&A
  - Please post any questions you have regarding concepts covered in the resources in this discussion forum.
- Learning Module Quiz Assessment
  - The assessment consists of four questions you will be able to answer once you review the learning module resources.

## Learning Module Four – Instructional Design

- Purpose of Instructional Design
  - The purpose driving the design of instructional materials and resources can vary between filling gaps in knowledge, skills, and attitudes (KSAs) to enhance/improve learning experiences. When considering ID approaches, it is important to identify the desired learning outcomes or what competencies learners will be expected to demonstrate after training.
- Resources
  - Donmez, M., & Cagiltay, K. (2016). A review and categorization of instructional design models. In *E-Learn: World Conference E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 370-384). Washington, DC.
  - Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective.
  - Instructional Design Central. (n.d.). Instructional design models. <https://www.instructionaldesigncentral.com/instructionaldesignmodels>
  - Kurt, S. (2018b, December 16). *ADDIE model: Instructional design. Educational Technology*. <https://educationaltechnology.net/the-addie-model-instructional-design/>
  - Mazhar, W. (2018). *SAM model: Best instructional design model for short deadlines and staying on budget*. *360 Learning*.

<http://360elearning.com/blog/sam-model-best-instructional-design-model-for-short-deadlines-and-staying-on-budget/>

- Patel, S. R., Margolies, P. J., Covell, N. H., Lipscomb, C., & Dixon, L. B. (2018). Using instructional design, analyze, design, develop, implement, and evaluate, to develop e-learning modules to disseminate supported employment for community behavioral health treatment programs in New York state. *Frontiers in Public Health*, 6, 113.  
<https://www.frontiersin.org/articles/10.3389/fpubh>
- Scoppio, G., & Luyt, I. (2017). Mind the gap: Enabling online faculty and instructional designers in mapping new models for quality online courses. *Education and Information Technologies*, 22(3), 725-746.  
<https://doi.org/10.1007/s10639-015-9452-y>
- Discussion Q&A – this is a discussion that I will monitor for provide answers to questions the participants might have regarding the learning module content.
- Assessment- 4 questions
  - Q1 – T/F The process of instructional Design (ID) involves the development of instructional materials and resources that are learner-centered, focused on real-world application
  - Q2 – T/F When considering instructional design (ID) approaches, it is important to identify the desired learning outcomes or what competencies learners will be expected to demonstrate after training

- Q3 – All of the following are among the most popular instructional design (ID) models, EXCEPT
- Q4 – The four common learning theories that inform instructional design (ID) include all of the following, EXCEPT

Learning Module 4 Content (cont.) - ADDIE

Steps	
Analysis	Gather data, analyze the need, and make use of the data throughout the design process.
Design	Establish a framework and develop objectives, content, and finalize the design.
Development	Develop materials that align with the objectives and content designed; pilot testing is recommended, but not required.
Implement	The end-user interacts/engages with the design to evaluate if the objectives and content align with the achieved outcomes.
Evaluation	Evaluation is a critical component of each step in the process – it is not limited to assessing implementation.

*Note.* Adapted from “All About ADDIE,” by C. Hodell, 2020, *Association for Talent Development* and “ADDIE Model: Instructional Design,” by S. Kurt, 2018b, *Educational Technology*.

#### Learning Module Four – Instructional Design (cont.)

- Comparing Instructional Design Models
  - Analysis, Design, Development, Implementation, and Evaluation (ADDIE)



## Learning Module 4 Content (cont.) – Gagne’s Nine Events of Instruction

Event	Purpose
Gain attention	Gain the attention of your learner with a story or an icebreaker that motivates learners to connect with the relevance of the content.
Inform learner of learning objectives	Ensure learners are aware of the desired outcomes or expectations, they will be able to “do” at the conclusion of the engagement with content.
Engage learner’s recall of existing knowledge	Help learners connect prior knowledge to new knowledge, forcing the brain to let the new information in (RAS) because a link to prior knowledge exists (neuronal connections) (McTighe & Willis, 2019).
Facilitate learner engagement	Identify the most appropriate approach to help learners engage with content, to solidify existing knowledge and create new knowledge; are many approaches, but they do not all equal the same outcome choose wisely.
Guide learner through engagement with content	Support learners through their engagement with the content; this might mean wearing a variety of hats (coach, cheerleader, model, or referee).
Promote practice and repetition of the application of new knowledge and or skills	Provide learners with the opportunity to apply new knowledge, repeatedly with realworld problems through activities like roleplaying and group discussions.
Timely, constructive feedback	Provide learners with timely, constructive, frequent, and actionable feedback that promotes continuous engagement with the content and improvement.
Evaluate actual performance outcomes against desired performance outcomes	Active, continuous assessment to provide learners with timely feedback that is applicable in realtime, which promotes realtime intervention when identifying knowledge gaps between the learner’s prior knowledge and the desired/expected outcome (learning objective).
Make new learned knowledge and or skills relevant to the realworld.	Realworld application of learned concepts demonstrates transfer of learning and promotes retention of learned concepts.

*Note.* Adapted from “How To Apply Gagne’s 9 Events of Instruction in eLearning,” by C. Pappas, 2015, *E-Learning Industry* and “How to Use Gagne’s Nine Events of Instruction [Examples],” by A. DeBell, 2020, *E-Learning Industry*.

### Learning Module Four – Instructional Design (cont.)

- Comparing Instructional Design Models
  - Gagne’s Nine Events of Instruction

### Learning Module 4 Content (cont.) – SAM

Phases	Stages of each phase
Preparation	Information gathering, Savvy Start (team discussion)
Iterative Design	Project planning; additional design
Iterative Development	Implement, evaluate, develop, design proof, Alpha, Beta, and Gold; final phase is rollout

*Note.* Adapted from “SAM Model: Best Instructional Design Model for Short Deadlines and Staying on Budget,” by W. Mazhar, 2018, *360 E-Learning blog*.

### Learning Module Four – Instructional Design (cont.)

- Comparing Instructional Design Models
  - Successive Approximation Model (SAM)

### Learning Module 4 Content (cont.) – Backward Design

Steps	Clarifying Questions & Information
Identify desired results	Develop learning objectives based on desired outcome.
Determine acceptable evidence	Determine method of assessing whether learners achieved outcomes/met expectations.
Plan learning experience and instruction	Identify activities that align with the learning objectives and provide students with the opportunity to develop mastery, achieve outcomes/meet expectations.

*Note.* Adapted from “Understanding by Design,” by G. Wiggins and J. McTighe, 2005*SCD* and “Backward Design,” by S. Kurt, 2018a, *ELearning Industry*.

### Learning Module Four – Instructional Design (cont.)

- Comparing Instructional Design Models
  - Backward Design

### Learning Module 4 Content (cont.) – Dick & Carey

Steps	Clarifying Questions & Information
Goals and objectives	What will learners be able to do and what steps must they complete to acquire and apply new knowledge?
Get to know what your learners know	Identify best methods for filling the knowledge gap between what learners know and what they are expected to know based on goals and objectives.
Audience research	Who are your learners and what considerations should be made for learner prior knowledge and motivation to learn?
Establish performance objectives	What tasks will learners be required to complete and how will mastery be measured?
Develop assessment approach	What is the ideal form of assessment for learners, based on the learning objectives?
Identify the best learning strategy	What is the ideal content delivery approach when considering learner needs and the desired learning outcomes?
Select materials	Identify the learning materials and resources that align with learner needs and promote the acquisition and application of new knowledge.
Formative Evaluation	Conduct a formative assessment prior to implementation to identify and mitigate issues.
Summative Evaluation	Conduct a post assessment to determine whether learners can demonstrate mastery in the application of new acquired knowledge.

*Note.* Adapted from “9 Steps to Apply the Dick and Carey Model In eLearning,” by C. Pappas, 2015, *E-Learning Industry* and “Dick and Carey Instructional Model,” by S. Kurt, 2016a, *E-Learning Industry*.

### Learning Module Four – Instructional Design (cont.)

- Comparing Instructional Design Models
  - Dick & Carey

## Learning Module 4 Content (cont.) - Kemp

Steps	Clarifying Questions & Information
Goals and obstacles	What are the learning outcomes/goals and the potential obstacles learners might encounter in attempting to achieve learning outcomes/meet goals?
Research audience	What are the needs/goals of individual learners? How can you use information to develop targeted content?
Resources and activities	What resources and activities are available that can be integrated to align with the learning outcomes/goals?
Emphasize objectives and outcomes	Learners must be aware of what they are expected to do (skills or knowledge).
Develop content	Content should be sequential and build on the prior knowledge of learner.
Identify design approach	Identify the best Instructional Design Theory that aligns with steps
Identify delivery method of content	Identify the best method of delivery for your content that accommodates the needs of your learners (synchronous/asynchronous)
Provide support and resources	What support is offered before, during, and after to support the learner?
Develop assessment plan	How will you evaluate achievement of learning objectives/goals and effectiveness?

*Note.* Adapted from “Applying the Kemp Design Model in eLearning,” by C. Pappas, 2017, *E-Learning Industry* and “Kemp Design Model,” by S. Kurt, 2016b, *Educational Technology*.

### Learning Module Four – Instructional Design (cont.)

- Comparing Instructional Design Models
  - Kemp

## Learning Module 4 Content (cont.) – Morrison, Ross, Kalman, & Kemp

Steps	Purpose
Identify instructional problems	Identify need/problem and project goals.
Learner context	Gather information about the learners, e.g., prior knowledge, or w experience.
Task analysis	Determine what learners should know (objectives) and how they w learn what they need to know. This step is driven by the project g established during the first step.
Instructional objectives	This step is specific to what learners must master and are based or project goals.
Content sequencing	Content should be sequential to promote effective and efficient instruction and mastery.
Instructional strategies	Content should motivate learner to make connections between pri and existing knowledge and represent the content based on those connections (generative strategy: recall, integration, organization elaboration).
Designing the message	Includes the pattern of words, pictures, signal words, typographical elements, and visuals to promote understanding.
Row 3 Develop instruction	This step focuses on the development of instructional materials (v recordings, web pages, print materials, or audiotapes) that make t content more appealing to the learner (bells and whistles).
Evaluation instruments	This step focuses on three forms of evaluation (formative, summat and confirmative). Formative evaluation focuses on the effectiven of instruction throughout development and should be performed pri to instruction; summative evaluation should be performed at the e instruction; confirmative evaluation is an extension of summative can be used to follow up with learners later time evaluate if learners are still applying concepts/using skills.

*Note.* Adapted from “Designing Effective Instruction (7th ed.),” by G.R. Morrison, S.M. Ross, H.K. Kalman, & J.E. Kemp, 2013.

### Learning Module Four – Instructional Design (cont.)

- Comparing Instructional Design Models
  - Morrison, Ross, Kalman, and Kemp

## Learning Module 5 Content

### Training & Education

- Review the following list of resources in any order and at your own pace.
  - Andrade, M. (2015). Teaching online: A theory-based approach to student success. *Journal of Education and Training Studies*, 3(5). doi:10.11114/jets.v3i5.904
  - Barnes, C. (2014, July 19). *Education and training: What's the difference?* <https://elearningindustry.com/education-and-training-what-is-the-difference>
  - Batts, D., Pagliari, L., Mallett, W., & McFadden, C. (2010). Training for faculty who teach online. *The Community College Enterprise*.
  - Brinkley-Etzkorn, K. E. (2020). The effects of training on instructor beliefs about and attitudes toward online teaching. *American Journal of Distance Education*, 34(1), 19-35.
  - Kamisli, H., & Ozonur, M. (2017). The effects of training—based on Knowles' adult education principles—on participants. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(12), 8405-8414. doi:10.12913/ejtmste/80801
  - The Peak Performance Center. (n.d.). *Training and learning*. Retrieved from <https://thepeakperformancecenter.com/business/learning/>
- Discussion Q&A
  - Please post any questions you have regarding concepts covered in the resources in this discussion forum.
- Learning Module Quiz Assessment
  - The assessment consists of nine questions you will be able to answer once you review the learning module resources.

## Learning Module Five – Training & Education

- Training & Education, what is the difference?
  - While education and training both focus on learning, they vary in scope and approach. According to the Peak Performance Center (n.d.), “Education is the systematic process of learning something with a goal of acquiring knowledge and training is the process of learning something with a goal of performing a specific skill or behavior” (para. 1). One of the most significant differences between education and training is practical, real-world application; education emphasizes learning, while training emphasizes doing.
- Resources

- Andrade, M. (2015). Teaching online: A theory-based approach to student success. *Journal of Education and Training Studies*, 3(5).  
<https://doi.org/10.11114/jets.v3i5.904>
- Barnes, C. (2014, July 19). *Education and training: What's the difference?*  
<https://elearningindustry.com/education-and-training-what-is-the-difference>
- Batts, D., Pagliari, L., Mallett, W., & McFadden, C. (2010). Training for faculty who teach online. *The Community College Enterprise*.
- Brinkley-Etzkorn, K. E. (2020). The effects of training on instructor beliefs about and attitudes toward online teaching. *American Journal of Distance Education*, 34(1), 19-35.
- Kamisli, H., & Ozonur, M. (2017). The effects of training—based on Knowles' adult education principles—on participants. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(12), 8405-8414.  
<https://doi.org/10.12913/ejmste/80801>
- The Peak Performance Center. (n.d.). Training and learning.  
<https://thepeakperformancecenter.com/business/learning/>
- Discussion Q&A – this is a discussion that I will monitor for provide answers to questions the participants might have regarding the learning module content.
- Assessment- 9 questions



- Q1 – T/F One of the most significant differences between education and training is practical, real-world application; education emphasizes learning, while training emphasizes doing
- Q2 – T/F Training is the pursuit of ability
- Q3 – T/F The purpose of training is to impart job-related skills, improve employee performance, and increase employee productivity
- Q4 – T/F The purpose of education is to help learners acquire knowledge, develop critical thinking skills, and problem-solve
- Q5 – T/F Training evaluation helps to measure training effectiveness, identify training gaps, and assess whether training requires improvement or should be discontinued
- Q6 – T/F Training evaluation should only be conducted at the end of training
- Q7 – Select the answer that best outlines the steps in the training evaluation process
- Q8 – All of the following are methods for collecting data to evaluate training, EXCEPT
- Q9 – T/F Whenever possible, it is important to evaluate learning and learning transfer

## Learning Module 6 Content

### Evaluation Models

- Review the following list of resources in any order and at your own pace.
  - Choudhry, G. B., & Sharma, V. S. (2019). Review and comparison of various training effectiveness evaluation models for R & D organization performance *PM World Journal*, 3(2). <https://pmworldlibrary.net>
  - Perez-Soltero, A., Aguilar-Bernal, C., Barcelo-Valenzuela, M., Sanchez-Schmitz, G., Merono-Cerdan, A. L., & Fornes-Rivera, R. D. (2019). Knowledge transfer in training processes: Towards an integrative evaluation model. *IUP Journal of Knowledge Management*, 17(1), 7-40.
  - Schulte, M. (2009). Efficient evaluation of online course facilitation: The “Quick Check” policy measure. *Journal of Continuing Higher Education*, 57(1)10-116. doi:10.1080/07377360902995685
  - Thomas, J. (2018). Current state of online teaching evaluation processes in postsecondary institutions. *BYU Scholars Archive, Theses ad Dissertations*, 7000.
  - Thomas, J. E., Graham, C. R., & Pina, A. A. (2018). Current practices of online instructor evaluation in higher education. *Online Journal of Distance Learning Administration* 21(2).
- Discussion Q&A
  - Please post any questions you have regarding concepts covered in the resources in this discussion forum.
- Learning Module Quiz Assessment
  - The assessment consists of five questions you will be able to answer once you review the learning module resources.

## Learning Module Six – Evaluation Models

- The purpose of training evaluation
- The purpose of training evaluation is to promote accountability (Turnipseed & Darling-Hammond, 2015).
- Resources
  - Choudhry, G. B., & Sharma, V. S. (2019). Review and comparison of various training effectiveness evaluation models for R & D organization performance. *PM World Journal*, 3(2). <https://pmworldlibrary.net>
  - Perez-Soltero, A., Aguilar-Bernal, C., Barcelo-Valenzuela, M., Sanchez-Schmitz, G., Merono-Cerdan, A. L., & Fornes-Rivera, R. D. (2019). Knowledge transfer in training processes: Towards an integrative evaluation model. *IUP Journal of Knowledge Management*, 17(1), 7-40.

- Schulte, M. (2009). Efficient evaluation of online course facilitation: The “Quick Check” policy measure. *Journal of Continuing Higher Education*, 57, 110-116. <https://doi.org/10.1080/07377360902995685>
- Thomas, J. (2018). *Current state of online teaching evaluation processes in post-secondary institutions*. BYU Scholars Archive, Theses and Dissertations, 7000.
- Thomas, J. E., Graham, C. R., & Pina, A. A. (2018). Current practices of online instructor evaluation in higher education. *Online Journal of Distance Learning Administration*, 21(2).
- Discussion Q&A – this is a discussion that I will monitor for provide answers to questions the participants might have regarding the learning module content.
- Assessment- 4 questions
  - Q1 – T/F Both Phillip and CIRO evaluate the return on investment
  - Q2 – Context evaluation, input evaluation, process evaluation, and product evaluation are levels of evaluation consistent with
  - Q3 – T/F Learning and behavioral outcomes align with the Kaufman evaluation model
  - Q4 – Reaction, satisfaction, planned action, learning, job application, implementation, and business impact are all levels of evaluation for which evaluation model

- Q5 – T/F The outcome that aligns with the Hamblin evaluation model is cost-benefit


Learning Module 6 Content (cont.) – Evaluation Models

	Levels	Outcomes
Kirkpatrick	Reaction, learning, job behavior, organization, result	Learning and behavioral
Hamblin	Reaction, learning, job behavior, organization, ultimate value	Cost-benefit
Kaufman	Input process, acquisition, application, organization input	Societal
CIPP	Context evaluation, input evaluation, process evaluation, product evaluation	Identifying contextual factors
CIRO	Context analysis, input evaluation, reaction evaluation, outcome immediate	Cognitive skillbased affective
Phillip	Reaction, satisfaction, planned action, learning, job application, implementation, business impact	Return on investment
ROI	Reaction, plan action, learning, job application, business result	Return on investment

*Note.* Adapted from "Review and Comparison of Various Training Effectiveness Evaluation Models for R & D Organization Performance," by G.B. Choudry, V.S. Sharma, 2019 *PM World Journal*, III(II).

## Learning Module Six – Evaluation Models

- Comparing Evaluation Models
  - Kirkpatrick
  - Hamblin
  - Kaufman
  - CIPP
  - CIRO
  - Phillip
  - ROI



## Synchronous Session Day 3 Agenda

8:00 a.m. – 5:00 p.m.

8:00 - 8:30 – Brainteaser  
 8:30 - 9:00 – Welcome and Recap of Days 1 & 2  
 9:00 - 9:45 – Group activity- Instructors as Adult Learners  
 9:45-10:00 - Break  
 10:00 - 11:00 – Group activity- Learning Theories  
 11:00-12:00 – Group activity- Learning & Development  
 12:00- 1:00 – Lunch Break  
 1:00 - 2:00 – Group activity- Instructional Design  
 2:00 – 2:45 – Group activity- Training & Education  
 2:45 - 3:00 - Break  
 3:00 – 4:00 – Group activity- Evaluation Models  
 4:00 – 4:30 – Group Application Activity  
 4:30 - 5:00 – PD Recap, postassessment instructions, PD evaluation instructions  
 5:00 - Adjourn

## Welcome Back!

- Brainteaser – Rebus Puzzle
- Recap of Days 1 & 2
- Q & A Recap from Asynchronous LMS Session
- Explanation of activities (individual/group)

8:00 – 8:30 – Brainteaser – Rebus Puzzle

8:30 – 9:00 – Recap of Days 1 & 2

- Day 1

Section 1 of Project Study

Section 2 of Project Study

Overview of Section 3 of Project Study

Section 4 of Project Study

Review of data from initial participant assessments

- Day 2

Learning Module One – Instructors as Adult Learners

Learning Module Two – Learning Theories

Learning Module Three – Learning & Development

Learning Module Four – Instructional Design

Learning Module Five – Education & Training

Learning Module Six – Evaluation Models

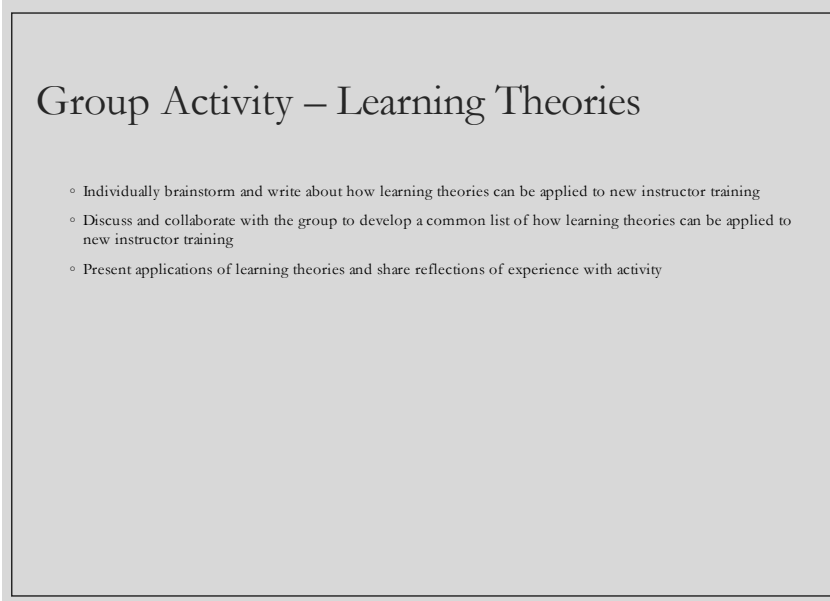
### Group Activity – Instructors as Adult Learners

- Individually brainstorm and write about how adult learning concepts can be applied to new instructor training
- Discuss and collaborate with the group to develop a common list of how adult learning concepts can be applied to new instructor training
- Present applications of adult learning concepts and share reflections of experience with activity

9:00 – 9:45 – Group activity – Instructors as Adult Learners

- 15 minutes – Apply adult learning concepts (individual) to new instructor training
- 15 minutes – Discuss and collaborate to develop a common list of applications of adult learning concepts (group) to new instructor training
- 15 minutes – Participants will present applications of adult learning concepts and share reflections of their experiences with the activity

9:45-10:00 – Break



Group Activity – Learning Theories

- Individually brainstorm and write about how learning theories can be applied to new instructor training
- Discuss and collaborate with the group to develop a common list of how learning theories can be applied to new instructor training
- Present applications of learning theories and share reflections of experience with activity

10:00 – 11:00 – Group activity – Learning Theories

- 15 minutes – Apply learning theories (individual) to new instructor training
- 20 minutes – Discuss and collaborate to develop a common list of applications of learning theories (group) to new instructor training
- 25 minutes – Participants will present applications of adult learning concepts and share reflections of their experiences with the activity

## Group Activity – Learning & Development (L&D)

- Individually brainstorm and write about how L&D concepts can be applied to new instructor training
- Discuss and collaborate with the group to develop a common list of how L&D concepts can be applied to new instructor training
- Present applications of L&D concepts and share reflections of experience with activity

11:00 – 12:00 – Group activity – Learning & Development

- 15 minutes – Apply learning and development concepts (individual) to new instructor training
- 20 minutes – Discuss and collaborate to develop a common list of applications of learning and development (group) to new instructor training
- 25 minutes – Participants will present applications of learning and development concepts and share reflections of their experiences with the activity

12:00 – 1:00 – Lunch Break



## Group Activity – Instructional Design (ID)

- Individually brainstorm and write about how ID concepts can be applied to new instructor training
- Discuss and collaborate with the group to develop a common list of how ID concepts can be applied to new instructor training
- Present applications of ID concepts and share reflections of experience with activity

1:00 – 2:00 – Group activity – Instructional Design

- 15 minutes – Apply instructional design concepts (individual) to new instructor training
- 20 minutes – Discuss and collaborate to develop a common list of applications of instructional design concepts (group) to new instructor training
- 25 minutes – Participants will present applications of instructional design concepts and share reflections of their experiences with the activity

## Group Activity – Training & Education

- Individually brainstorm and write about the similarities and differences between the concepts of training and education
- Discuss and collaborate with the group to develop a common list of similarities and differences between the concepts of training and education
- Present a common list of similarities and differences between the concepts of training and education

2:00 – 2:45 – Group activity – Training & Education

- 10 minutes – Develop a list of the similarities and differences between the concepts of training and education
- 20 minutes – Discuss and collaborate to develop a common list of similarities and differences between the concepts of training and education
- 15 minutes – Participants will present a common list of similarities and differences between the concepts of training and education

2:45 – 3:00 – Break

## Group Activity – Evaluation Models

- Individually brainstorm and write about how evaluation models can be applied to new instructor training
- Discuss and collaborate with the group to develop a common list of how evaluation models can be applied to new instructor training
- Present applications of evaluation models and share reflections of experience with activity

3:00 – 4:00 – Group activity – Evaluation Models

- 15 minutes – Apply evaluation models (individual) to new instructor training
- 20 minutes – Discuss and collaborate to develop a common list of evaluation model applications (group) to new instructor training
- 25 minutes – Participants will present applications evaluation models and share reflections of their experiences with the activity

## Group Activity – Key Takeaways

- Participants will collaborate and develop a group summary of key takeaways from each of the group activities
- Participants will present the summary of key takeaways

4:00 – 4:45 – Group Application Activity – instructor will upload this to the LMS

- 30 minutes – Participants will work together to develop a group summary of key takeaways
- 15 minutes – Participants will present the summary

## Recap, Post-Assessment, & Evaluation

- Recap of PD
- Post-assessment instructions
- PD evaluation instructions

4:45 – 5:00 – PD Recap, post-assessment instructions, PD evaluation instructions

5:00 – Adjourn



## Reflection & Application Activity

- List a minimum of three takeaways.
- List *at least one* point of clarification or additional support you need to improve/enhance your understanding of the topics covered.
- Provide *at least one* example of how you might apply *at least one* of the concept(s) covered.

Individual Reflection and Application Activity – participants will upload this to the LMS

- List a minimum of three takeaways from the Day 2 PD Session.
- List at least one point of clarification or additional support you need to improve/enhance your understanding of the concepts covered.
- Provide at least one example of how you might apply at least one of the concepts from the learning modules to improve/enhance the existing new instructor training.

## Pre- and Post-Assessment

**Pre and Post-Course Assessment**

This assessment covers the following concepts:

- Adult Learning
- Learning Theories
- Learning & Development
- Instructional Design
- Education & Training
- Evaluation Models

Participants will complete this assessment pre and post PD to evaluate existing (pre) and acquired (post) knowledge.

Participants will only have ONE attempt.

Participants will see their quiz responses.

Participants will not see the correct answers.

Participants do not have a time limit.

Quiz Type	Graded Quiz
Points	60
Assignment Group	Assessments
Shuffle Answers	Yes
Time Limit	No Time Limit
Multiple Attempts	No
View Responses	Always
Show Correct Answers	No
One Question at a Time	No

Faculty Perceptions of New Instructor Training PD Evaluation		Final PD Evaluation				
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<p>Scale:           Strongly Disagree                   Disagree                   Neither Agree nor Disagree                   Agree                   Strongly Agree</p> <p>Please place an 'X' in the column that best describes your overall experience.</p> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p>Please use this area to provide additional comments and/or feedback related to your training experience:</p> </div>	The training met my expectations.					
	The content was organized.					
	The length of the training was sufficient.					
	The provided resources were relevant and useful.					
	The choice of delivery (synchronous and asynchronous) for the PD was appropriate.					
	The learning assessments helped to reinforce learned concepts.					
	The discussions were useful in helping me develop my understanding of the concepts.					
	I was provided with opportunities to practice/apply what I learned.					
	The facilitator provided prompt feedback and answered questions in a timely manner.					
	I would recommend this training to others interested in learning more about how to improve/enhance new instructor training.					
	I feel more confident in my understanding of Adult Learning Principles.					
	I feel more confident in my understanding of Learning Theories.					
	I feel more confident in my understanding of Instructional Design (ID).					
	I feel more confident in my understanding of Learning & Development (L&D).					
	I feel more confident in my understanding of Training & Education concepts.					
I feel more confident in my understanding of Evaluation concepts.						
I am aware of the importance of how new instructors perceive new instructor training.						
I am aware of the importance of ensuring L&D, training, and evaluation methods are considerate of learning theories and adult learning principles.						

## Additional Presentation References

BlueSoftMedia. (2012, December 30). *Use a Learning Theory: Behaviorism* [Video].  
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BlueSoftMedia. (2013, July 5). *Use a Learning Theory: Cognitivism* [Video].  
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Cognology. (2018, April 4). *The 70:20:10 Approach to Learning and Development* [Video].  
 YouTube. <https://youtu.be/QTaQcTb1T7k>

Mister Simplify. (2020, September 5). *The Humanistic Theory by Carl Rogers – Simplest Explanation Ever* [Video]. YouTube. <https://youtu.be/s144CV2i6NQ>

Shaheen Sajan. (2017, February 5). *How Adults Learn* [Video]. YouTube.  
<https://www.youtube.com/watch?v=3LdEwYDDJBg>

## Appendix B: Interview Protocol

**Interviewee Code:**

**Date of Interview:**

**Time of Interview:**

**Purpose of the Study and Interview:** This research study will explore faculty members' perceptions about the university's training program. You indicated via your responses in the survey that you were interested in participating in an interview with the researcher. Your participation in this interview is valued and appreciated.

**Confidentiality:** A criteria for participating in the interview is to review, sign and return the consent form. The consent form explains the purpose of the study and your rights to confidentiality in this process. Please, ***ONLY*** sign and return the consent form if you understand and agree to the terms contained therein.

This interview will not exceed one hour. The researcher will start the recording and will request the following: For the purpose of accurately recording your responses to the interview questions, may I have your permission to record this interview?



If the participant agrees to have the interview recorded, then the session will continue with the interview questions. If the participant does not want the interview recorded, then, the researcher will cease all recording functions at that time.