Adjunct Faculty Orientation—1/19

On **Saturday, January 19** the CTRE will be hosting its spring Adjunct Faculty Orientation and Development (AFOD).

AFOD will guide faculty through a variety of information sessions to help orient them to the policies, procedures, resources, and culture of CSU.

Building on the last AFOD, this semester’s schedule will now offer two tracks, one for new faculty, and one for faculty who attended the last session but are interested in polishing their knowledge and skills. These parallel sessions will include one on learning technologies, and one on building your syllabus. New to this AFOD will also be two “Birds of a Feather” roundtable discussion sessions.

AFOD will take place from 8:00 a.m. to 3:00 p.m., **beginning in the Library Sun Room**.

To register, contact James Kowalski, Faculty Development Specialist, at jkowalsk@csu.edu or x2498.

Breakfast and lunch will be served.

Technology Speed Dating at the CTRE

The CTRE wants to help you fall in love with some new learning technologies this Valentine’s Day with **Technology Speed Dating**!

The event will proceed much like actual speed dating:

1) Upon arrival, you are given a “dating card,” which you fill out based on your idea of the ideal technology.

2) The cards are examined by our team of dating experts and you are paired up with four technology dating stations.

3) Each dating station provides you with a quick overview of a given technology.

4) Afterwards, you can brainstorm with the CTRE and other faculty on what technologies you liked, and how you can bring them into your own teaching.

The technologies available for dating will be Prezi, Elluminate, Google Docs, social media (Edmodo, Twitter, and Facebook), Audacity, clickers/Poll Everywhere, and MS Office.

Technology Speed Dating will take place on **Thursday, February 14, from 9:00 a.m. to 12:00 p.m. in LIB 318.**

To register, contact James Kowalski at jkowalsk@csu.edu or 773-995-2498.

Breakfast will be served.
At Your Fingertips: News from LIS

Compiled by Joanna Kolendo

LibAnswers

In the upcoming spring semester, the CSU Library’s Reference Department will be implementing a new Reference Service called LibAnswers. LibAnswers will be accessible from the main library’s site at library.csu.edu. This new system will provide patrons another way to ask questions as well as to check the searchable and ever-growing knowledge base of previously asked questions. If questions have not been previously asked and do not yet appear in the system, patrons can ask their questions using a simple question form that is accessible from the system. Questions asked via the form will be sent to the Reference Department and an answer will be provided via e-mail within a 24-hour period. The more questions asked via the system, the larger the amount of questions and answers that will appear in the system and that will be searchable by all. Over time, the knowledge base will be a useful resource for obtaining answers to many questions. Please inform your students about this service and encourage them to give it a try.

The system is currently being populated and will be directly accessible at csu.libanswers.com.

Any questions about the system can be directed to the Reference Department at 773-995-2235.

Scheduling LIS Sessions for Spring 2013

This is just a reminder that the Reference Department is using a new online system to schedule library instruction sessions, which is available at http://csu.libcal.com/booking/libraryinstruction.

It is never too early to schedule a session. Questions regarding library instruction should be directed to the Reference Department via phone at 773-995-2235 or email at instructionrequest@csu.edu.

Images: CSU Library photo by James Kowalski.
Recommendations for Blended Learning

By Robert Kelly

Blended learning course design entails more than simply converting content for online delivery or finding ways to supplement an existing face-to-face course. Ideally, designing a blended course begins with identifying learning outcomes and topics, creating assignments and activities, determining how interaction will occur, and selecting the technologies to best achieve those learning outcomes. However, a variety of constraints often affect the way blended courses are developed, which can compromise their quality. Veronica Diaz, Associate Director of the EDU-CAUSE Learning Initiative, talked about some common mistakes in blended course design and how to avoid them:

Mistake 1: Course-and-a-half
Diaz recommends designing a blended course from scratch; however, "nine times out of ten, there are going to be pretty significant constraints, so you’re likely to design on the fly, putting some things online as a supplement rather than truly having an online component that is integrated with your face-to-face component. You end up having a ‘course-and-a-half,’ which is a lot more than either the instructor or students bargained for," Diaz says.

Mistake 2: The add-on model
The add-on model of blended course design can lead to a disconnect between the face-to-face and online components. When students do not see the connection between the two modes, they tend to participate less, Diaz says.

Mistake 3: Attempting direct conversion
Those who are new to blended (or online) course design tend to convert content from the face-to-face classroom without taking into account the differences between the two modes. When instructors try to convert their face-to-face lectures to the online format, the lectures often are less effective. "They don’t translate well. Students do not [view or listen to lectures], because who wants to sit there and listen? There are too many distractions," Diaz says. This is not to say that lecture capture or other similar content is inappropriate. "I think short lectures that are very topically based are helpful...[but] there are still a lot of folks out there who will record an entire lecture. That’s not translating, that’s just converting," Diaz says.

Diaz offers the following advice for creating a better blended course:

**Recommendation 1: Begin with a solid foundation in online learning pedagogy and technical knowledge**
"If you are an experienced online instructor, you are much more likely to produce a higher-quality blended course because you’ve been involved in all the technology-mediated types of issues that you would have come across in an online modality. So you’re familiar with what can go wrong. You have something you can really build on.

"Whenever you talk to online instructors who are moving into blended learning, they say, I'm so glad I can do this because there have been these three or four units that I’ve always struggled doing online, and I would love to do them face-to-face.' They’re eager and have a good sense of what they want to do in the classroom, which is something that the face-to-face instructor does not necessarily have the benefit of."

**Recommendation 2: Use a modular design**
A blended course that is composed of modules or discrete chunks is easier to update as the instructor gains experience and finds ways to make incremental improvements, Diaz says.

**Recommendation 3: Integrate the two modes**
"I think when content is properly integrated, there’s an interdependence between what goes on in the classroom and what goes on online. There needs to be an ahead-of-time accountability measure, such as a quiz, so that when stu-
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**Learn about FRN**

Want to get involved with the Faculty Resource Network, but not sure how to do it?

Then come to one of the CTRE’s three upcoming information sessions (see calendar above for details).

Each information session will provide an overview of the Faculty Resource Network, its year-round programs, testimonials from previous attendees, and advice for getting started.

Register to James Kowalski at jkowalsk@csu.edu or 773-995-2498.

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**Recommendations for Blended Learning**

*(Continued from page 3)*

Students show up in class or when they show up online you have a way of knowing beforehand. I don’t necessarily mean the day before but maybe two or three days before so that you have a chance to intervene," Diaz says. "For instance, if you’re going to have some project-based work in your class and you would have had to have spent some time mastering concepts to be able to execute or apply something in the class environment, you ideally would know that a few days in advance. If they’re not participating, you have a chance to do something about it.

**Recommendation 4: Get help**

Take advantage of support within your institution even if you are not required to do so. Under the best circumstances you will have the time, compensation, and technical and pedagogical support to help design your blended course. In addition to general faculty development, Diaz recommends seeking a mentor within your discipline to address issues that are specific to your course content.

*Robert Kelly is the editor of Online Classroom.*