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A 5-week Personalized Training Workshop To Assess and Evaluate Faculty Members Teaching Online

About the Author(s)

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Keywords

Teaching Online, Personalized Training, Faculty Members, Workshop, Assessment



A 5-week Personalized Training Workshop to Assess and Evaluate Faculty Members Teaching Online

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Abstract

The authors developed the Skills of Inquiry (SoI) model accompanied by a logic model to assess and evaluate faculty members teaching online. The Skills of Inquiry is based on faculty members' abilities to understand the online environments, skills development on online teaching, and acquisition of specific online skills. The Skills of Inquiry model was used to personalize a 5-week workshop training and development module specifically for faculty members teaching online. The training workshop effectively trains faculty members to acquire specific online teaching skills through customized and individualized professional development learning. The training is a self-paced asynchronous online workshop suitable for faculty members who are novices, mid-career, and veterans of online teaching. Faculty members would need personal computers or laptops with cameras, high-speed Internet service, and learning management systems (LMS) to access training content, including video, audio, and PowerPoint. To recognize specific skill competencies to teach online, faculty members must be awarded a digital or micro-credential badge to culminate the workshop training experience as an investment in skills development and achievement.

Keywords: Teaching Online, Personalized Training, Faculty Members, Workshop, Assessment

Introduction

Faculty Perspectives on Online Teaching revealed that there are challenges that faculty members face when teaching online courses (Quayson, 2017, 2022). The challenges identified by twelve tenured faculty members, on tenure-track and non-tenured from diverse academic programs, departments, and institutions were: a) training workshops, b) strategy to teach online and hybrid formats, c) onboarding challenges per semester basis, d) effective learning management system training to ensure high-quality coursework, e) educational/instructional technology needs, and f) mentorship. This study unmasked the challenges identified that a personalized training workshop to

assess and evaluate faculty members who teach online to understand the online environments and to acquire specific online teaching skills through training and development is needed. The purpose of this study was to design a personalized 5-week self-paced asynchronous online training workshop to support faculty members in gaining the skills needed to teach online and understand online environments.

Background

The primary aim of this study was to create a personalized training workshop to assess and evaluate faculty members who teach online to understand the online environments. This 5-week personalized training workshop focused on faculty perspectives about online teaching in higher education. Twelve (12) faculty members who teach online or have taught online for at least one year participated in sixty (60) minutes semi-structured interviews with open-ended questions to identify the challenges they faced when teaching online (Quayson, 2022, 2017). The authors identified that a personalized training workshop was necessary to support faculty members in navigating the online environments. The research data analyzed uncovered critical steps in onboarding challenges that faculty members confronted when transitioning to the online medium. Among the challenges identified from the research data were a) training workshops, b) strategy to teach online and hybrid formats, c) onboarding challenges per semester basis, d) effective learning management system training to ensure high-quality coursework, e) educational/instructional technology needs, and f) mentorship. The twelve faculty members interviewed taught face-to-face and online concurrently. They had varying years of experience teaching online and face-to-face formats. All twelve faculty members were offered to teach online by program chairs, department chairs, and the provost.

The twelve faculty members mentioned that professional development sessions would help to learn new skills to teach online. Ten of the twelve faculty members received a stipend to transition to teaching online for the first time. The ten faculty members continued to receive the stipend every semester if they taught online. The other two faculty members still need a stipend for online teaching. The twelve faculty members' referent moments were where they trained other faculty members to transition to teaching exclusively online from a face-to-face format. Subsequently, Quayson and Zirkle (2022) recommended practical leadership in implementing

online education programs, including using the Internet as the delivery method and curriculum and instructional design to help faculty members ease online teaching challenges.

Literature Review

Continuous Professional Development

Professional development training workshops empower faculty members to transition to teaching online effectively (Howard & Babb, 2022). The role of professional development is to help and educate faculty members to teach online by reflecting upon quality strategies and practices (Quayson, 2022). Likewise, the study of Baran and Correia (2014) recommended professional development training to meet the needs of faculty members who teach online. Educational leaders need to examine the theories and methods that faculty members employ to teach online courses because the theories or methods can determine the skills needed to transition faculty members to teach online effectively, or the theories and methods can sabotage and overwhelm faculty members who teach online (Baran & Correia, 2014; Quayson, 2022).

Personalized workshop training for faculty members who teach online is equally as significant as providing and supporting faculty members with rewards such as stipends and micro-credentials (Baran & Correia, 2014; Quayson, 2017). When administering professional development training workshops for faculty members, educational leaders need to check the faculty handbook to align the training sessions with departmental and university policies on technology and online teaching practices (Howard & Babb, 2022). Professional development training sessions are first-rate indicators for faculty members to understand the online environment, including managing students in the online classroom (Young et al., 2017).

Equally important related to professional development, the study of Quayson (2022, 2017) rated the code co-occurrences of professional development, evaluation, obstacles, assessment, distance education, curriculum, instruction, feedback, convenience, accountability, the structure of courses/programs, administrative planning, communication/interaction, plagiarism, technological support/social networking as significant in faculty perspectives on online teaching in higher education. However, five (5) out of the fifteen (15) code co-occurrences emerged as the five major themes for the study due to faculty members repeated mention of the codes through the enumeration of the data collected. The five major themes were (rated from highest/sequence order): structure of courses/programs, administrative planning, convenience, communication/interaction,

technological support/social networking. In addition, some sub-themes emerged from the five major themes (rated from highest/sequence order): teaching and learning outcomes, management, time commitment, interesting discussions, and delivery methods. Meanwhile, it was recommended for the professional development training workshop to focus heavily on the five major themes with sub-themes and the code-co-occurrences for faculty members who teach online courses.

Trends of micro-credential badges and digital badges

The research of Howard and Babb (2022) explained that trends of micro-credentialed badges and digital badges have become increasingly common in higher education. Besides, Zhang and West (2020) described that the early adoption of micro-credentials to recognize educational improvement and advancement at institutions originated from youth scouting programs. Therefore, Zhang and West (2020) supported the idea of micro-credential and digital badges as a token to validate individuals' knowledge and skills acquisition after completing training sessions. Conversely, well-known companies that employ hundreds of thousands of workers in technology, finance, and healthcare industries, such as IBM, Microsoft, Ernst & Young, Salesforce, LinkedIn, Google, Amazon, and Meta, have developed personalized company-specific micro-credential badges and digital badges that recognize and awards employees based on skills acquisition and content knowledge via in-person training and online training (University Professional and Continuing Education Association, 2020).

Again, Aslan and Reigeluth (2013) described that during the 19th and 20th centuries' industrial education became increasingly popular where companies focused on training professionals for jobs and careers as well as evaluated the trained professionals for performance and knowledge by asking them to demonstrate relevant skills acquired during the training sessions. The University Professional and Continuing Education Association UPCEA (2022, 2020) emphasized that micro-credential and digital badges have increasingly become popular in the technology, finance, and healthcare industries over the past three years. In 2019, IBM doubled the micro-credential and digital badges awarded to employees (University Professional and Continuing Education Association, 2020, cited in www.emergingtech.com). Credentialing innovation would continue to bring effective changes in how institutions recognize, retain, award, and value talent acquisitions.

Furthermore, the study of Quayson (2022) and Quayson and Zirkle (2022) recommended a certificate of completion as a badge of honor to recognize faculty members' value and contribution as course content curators in online environments. Likewise, Zhang and West (2020) suggested a micro-learning option to innovate and develop 21st-century quality professional training that recognizes and meets the differing needs of the workforce in formats that support continued career development, training, and professional learning. For the same reason, Paul (2016) explained that micro-learning is a format of e-learning delivered in small and focused group training and learning based on acquiring skills and content knowledge. In addition, Bersin (2017) and Zhang and West (2020) suggested on average; adults spend twenty (20) minutes per week on learning for work.

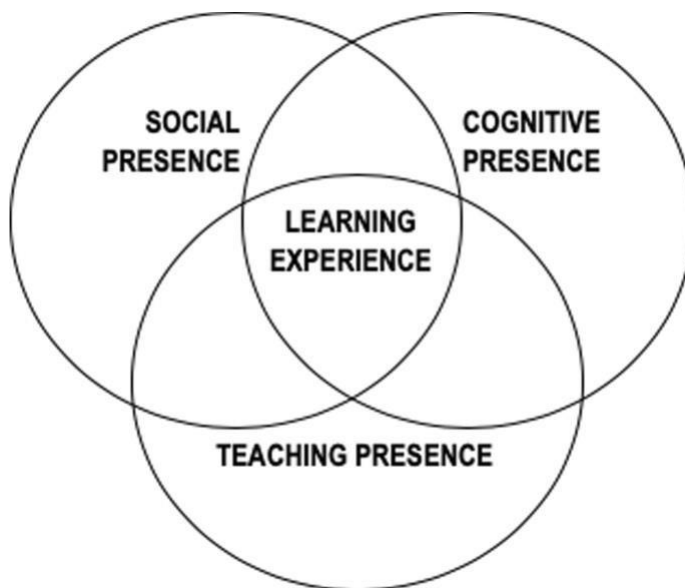
Research Question

To what extent does a 5-week training workshop help faculty members who teach online to acquire specific online teaching skills?

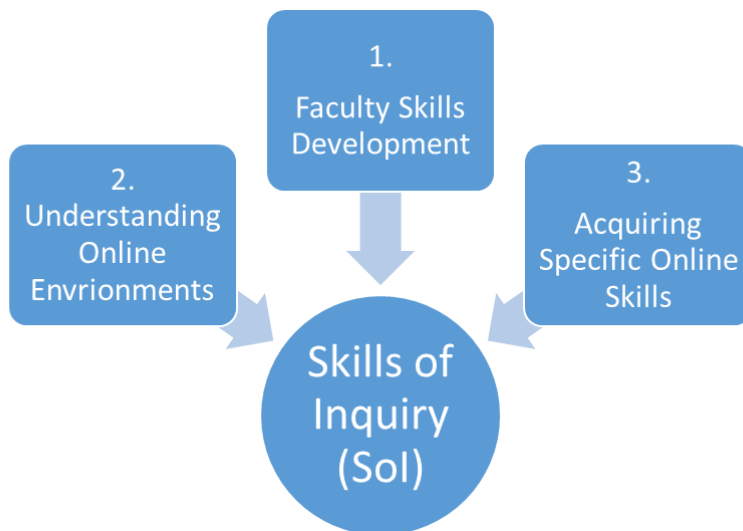
Theoretical Framework

The authors conceptualized a new model, "Skills of Inquiry (SoI)," to train faculty members who teach online to understand the online environments from the Community of Inquiry (CoI) model by Garrison et al. (2000). The Community of Inquiry prioritizes presence in online education and encourages instructors and students to share ideas in online and blended learning courses as active learning environments (Picciano, 2017). The authors' new model, Skills of Inquiry (SoI), strongly emphasized training and skills development for faculty members teaching online courses. The authors developed the Skills of Inquiry (SoI) based on the concept of a) faculty members' skills development in online teaching, b) understanding of the online environments and c) acquiring specific online skills to teach online courses. The authors recommend further research on the Skills of Inquiry. The difference between the Community of Inquiry (CoI) and the Skills of Inquiry (SoI) is that there is no interaction and sharing of ideas between instructors and students because faculty members are solely focused on learning and developing skills to teach online courses through a self-paced asynchronous online training module workshop. Also, the authors proposed a new model, Skills of Inquiry (SoI), because there needs to be more about online models directly focused on faculty members' skills development, understanding of online environments, and acquiring specific online skills to teach online courses.

*Community of Inquiry (CoI) model by Garrison et al. (2000)



*Skills of Inquiry (SoI) model by Quayson and Zirkle (2022)



Logic Model of Skills of Inquiry (SoI)

Situation	Priorities	Resources Inputs	Outputs Activities	Outputs Participation	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
Skills of Inquiry (SoI) Faculty members teaching online courses	1. Faculty Skills Development 2. Understanding Online Environments 3. Acquiring Specific Online Skills	What we Invest. 1. Faculty Training & Development 2. One-on-One Support 3. Resources / Materials 4. Time 5. EdTech 6. LMS	What we do. 1. Facilitate / Conduct Seminars & Workshops for skills Training for Online Teaching 2. Develop Training Curriculum & Instruction 3. Provide Assessment & Evaluation	Whom we reach. 1. Novice Faculty 2. Mid-career Faculty 3. Experienced Faculty 4. Online Instructors 5. Trainers	<i>Impact. Learning.</i> What are the short-term results? 1. Increase / Provide Knowledge, Skill training, and Awareness of online teaching 2. Change attitudes toward online teaching	<i>Impact. Action.</i> What are the medium-term results? 1. Track faculty performance/behavior in online environments 2. Initiate training, assessment, & evaluation of faculty online skills	<i>Impact. Conditions.</i> What the ultimate impact(s) is 1. Continuous skills training improvements 2. Reach for Diversity / Community Engagement 3. Plan cost-effective training
		Assumptions 1. There is dedicated support for online training 2. Programs/Departments do not provide adequate training and support for faculty			External Factors 1. Funding/cost for training 2. Availability of trainers, mentors, SMEs		
Evaluation Focus on training/workshop, Collect data on faculty: analyze and interpret for skills development, and Report.							

Methodology

This 5-week personalized training workshop for faculty members teaching online originated from the research study of Quayson (2017). The philosophical worldview for this study was the constructivist approach. Adu (2019) explained that constructivists contend that we individually construct ideas (i.e., knowledge or reality), making sense of our environment as we interact with people, places, objects, and situations. The twelve (12) faculty members who taught online or currently teach online courses participated in semi-structured interviews (audio-recorded) with 78

open-ended questions, including three research-driving questions. The study was qualitative. Qualitative research is an interpretive method that allows researchers to focus and understand the meaning of participants' experiences and examine their experiences with data to find recurring patterns or themes to support the research study (Creswell & Creswell, 2018; Merriam, 2009). Even though the interviews were manually transcribed, a transcription agreement was signed. Permission was obtained (via email correspondence and signed letters) from each faculty member's university and department chair to conduct the study. Faculty members were assigned a pseudonym code. Signed original hard copy consent forms from faculty members and department heads were required. Participation in the study was voluntary; at any time, the research participants could withdraw their consent without penalty. No participant withdrew from the study. The National Institute of Health, Office of Extramural Research certificate of human subject course "Protecting Human Research Participants" was completed with certificate number 1469222 (awarded in 2014), and Institutional Review Board approval was obtained.

Participants were selected from a purposive sampling strategy by grouping participants according to preselected criteria relevant to the research topic and questions on online teaching in higher education. The preselected criteria were based on educational level, years of experience teaching online courses, expertise in distance education, scholarly publications, advanced tenured positions, type of institution, institution location, semester workload, years of experience with computer technology, and reputation of institutions. The geographical locations of the institutions were in suburban and urban settings on the East Coast of the United States. The demographic of the twelve (12) faculty members were from undergraduate and graduate levels in the United States. All faculty members that participated in the study were tenured and had at least one (1) year of experience with online teaching. Five participants were female professors at the graduate level, and seven were male, with five teaching at the graduate level and two teaching at the undergraduate level. The faculty members were in various career fields ranging from education, health science, physical science, exercise science, educational psychology, counseling psychology, mental health, and higher education.

Faculty members completed a background pre-interview questionnaire (approximately 30 minutes). During the interview sessions (approximately 60 minutes), artifacts were collected in personal documents such as course syllabi, resumes, copies of student evaluations, and public

online program documents about distance education and online courses that were available on faculty members' institutional websites. The settings of semi-structured interviews took place in the faculty members' offices, convenient preferred locations, and in the departments where the online courses were administered. The data collected and analyzed revealed the five major themes with sub-themes and 15 code co-occurrences.

The following three questions were asked during the interview sessions: 1. Were you trained by your department to teach online? 2. Do you think a personalized training workshop would be helpful in transitioning to the online medium? 3. Do you think micro-credentials are needed to recognize faculty expertise?

Data Analysis Technique

The interviews were manually transcribed, carefully reviewed, and categorized with note cards, sketches, and copy/paste functions in Microsoft Word to discover recurring patterns and themes. The data collected was analyzed in the following ways: data reduction (extracting the essence), data display (organizing for meaning), data coding (extracting fundamentally words and short phrases to classify themes/patterns/frequency), concluding (explaining the findings), kaleidoscope (grouping similar data bits together and compare data bits within a pile), a jigsaw puzzle (grouping all pieces that look alike) to assemble data into classification, and carefully/frequently analyzing or cross-checking the data collected. The data collected, including the artifacts, were checked for errors to ensure reliability. The interview transcripts were analyzed verbatim and line-by-line to discover recurring themes with sub-themes. Making notes, referred to as memos, was one of the data collection procedures strategies for data analysis. In addition, a panel of three content experts with doctorate degrees who also teach online reviewed the final data report to avoid any errors. Finally, one content expert with two decades of instructional design experience reviewed the final report.

Findings/Results

Faculty	Were you trained by your department to teach online?
F1	I learned from colleagues who were already doing it at the time. Also, I became interested in teaching online based on my background in technology and being a computer technology enthusiast. However, there are places where the department expects you to know basic technology.
F2	The department provides tools for training, but the training is done by yourself at home. So you basically must learn it and then apply the learning. I am sure others wanted or needed more training to transition online, but you learn it yourself.
F3	The department provided mentorship for us. I love to learn new things, so that was easier for me than for others. Training is needed, though.
F4	I did not know of any support from the department. So I tagged along with colleagues who were experts in online teaching, and I wanted to know how they did it. That is how I learned.
F5	There is training for faculty who want to transition their coursework to the online medium. However, I need clarification on how training is translated as mentorship or support for colleagues. I learned this as they came, but a training session for online teaching on a semester-to-semester basis would be helpful.
F6	Imagine being told to teach online but with no training support. Well, that is my story. Training faculty should be more than just a one-time deal or once in a semester deal. It should be continuous and at least monthly.
F7	We formed a unit in our department for faculty to help each other. For example, the department should not exclusively have training sessions for us. It is also important that we work in collaboration with the learning design unit.
F8	I want more training and support from the department because we are left to figure it out

	on our own, which can be costly and time-consuming to learn the current trends and technology involved in teaching online.
F9	I am waiting for the chair and provost to tell us to attend training sessions. We get support, but more training is needed to transition to online teaching.
F10	The training is needed, as well as mentorship and support from colleagues and the department. It can be a lonely process to transition to online if you are being exposed for the first time.
F11	The department did not train me, but I learned it independently. I have seen other faculty need help teaching online, especially with the technology.
F12	No. Our department does not explicitly provide training, but they do expect you to learn from somewhere else. Therefore, training and mentorship are needed urgently.

Faculty**Do you think a personalized training workshop would be helpful in transitioning to the online medium?**

F1	Personalized training is needed for faculty development in online teaching. In addition, the future will dictate how faculty members move concerning online teaching and technology trends.
F2	Personalized training is helpful. However, it depends on who is doing the training and what kind of faculty members can participate or transition their face-to-face course to online.
F3	Personalized training is needed. I fully support it for faculty members, departments, and programs across the country.

F4	Personalized training would be the right direction for programs and departments.
F5	Personalized training would prove effective in assisting faculty members in teaching online courses.
F6	Yes. And Yes. Personalized training is needed because a veteran online teacher can miss the current trends in technology and communications.
F7	Yes, personalized training would be helpful and effective for all of us at the university for online teaching.
F8	Do you know what? Yes, personalized training on a semester basis would help me and other faculty members.
F9	I would say yes to it. We all need personalized training concerning online teaching.
F10	Yes, I need it, and we all need it immediately. Personalized training is the right direction to go.
F12	Yes to personalized training because resources are needed for online teaching.
Faculty	Do you think micro-credentialing is needed to recognize faculty expertise?
F1	Micro-credentials are the wave of the future to recognize skills, not only those in higher education but those in the industry included. Micro-credential will make faculty feel a sense

	of prestige that they have achieved certain skills in online teaching.
F2	Yes, micro-credentials are needed to separate the novice from the experts and mid-career professionals. So, for me, yes to micro-credentials.
F3	Micro-credentials are huge in satisfying a need for training, and it would be needed for faculty members to be recognized as having the prestige of expertise in online teaching.
F4	I recently learned about micro-credentials, so yes, to it. In addition, it can give students a sense of relief that this faculty is an expert and knows what she/he is doing in the online environment.
F5	It would do good things for both faculty and students included. It will give faculty a sense of belonging that they have reached a certain threshold of expertise.
F6	Oh, I like this question. A micro-credential is needed to separate the doers from the don'ts in online teaching.
F7	I would say yes, and I agree that it would be helpful.
F8	Yes, it is needed to recognize expertise, but there should be other motivators for any faculty to switch to online teaching.
F9	I agree and say yes to micro-credentials. I also believe that each department should have its

way of recognizing faculty expertise in online teaching.

F10

Why not? It is wise to have micro-credentials. It is the wave of the future and a trend that will grow bigger in significance.

F11

Yes, and agree to micro-credentials. It should serve as a motivator and a recognition. It makes sense for programs and departments to get along with the trend and make it available for online faculty courses. You know a micro-credential can help inexperienced faculty to go to the right places for help and assistance with their online coursework. It is becoming late that institutions need to ride the wave of micro-credentials. I know of online institutions with micro-credentials available for faculty, and they recognize the level of online skills each faculty has acquired, including training and development.

F12

Micro-credentials would be epic for the online environment. I do not know why it has not happened earlier in the online teaching bubble. Micro-credentials are trends in industry, training, and development, so it makes sense for higher education programs and departments to follow suit. I know my friends would love the idea of micro-credentials.

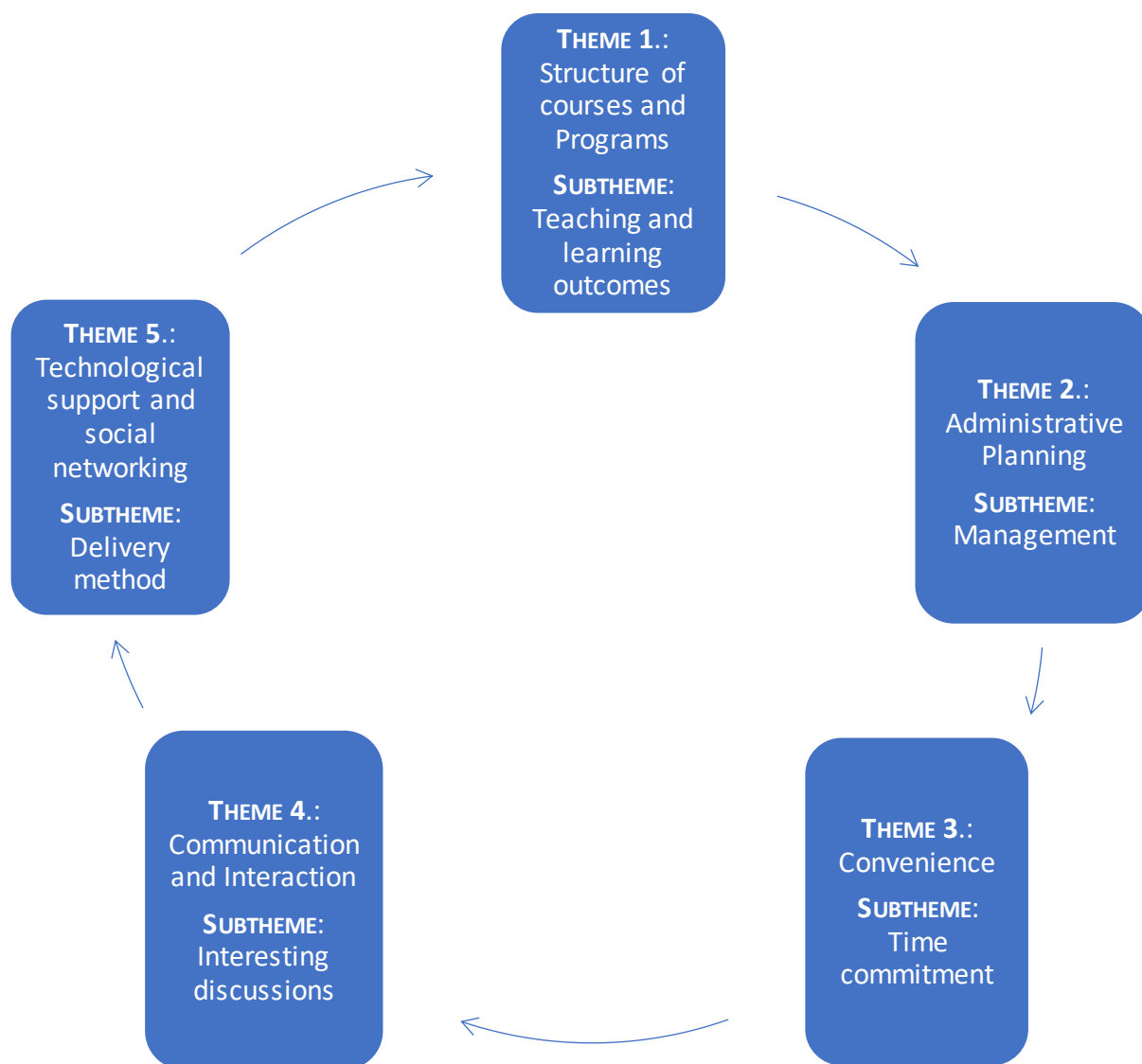
Table 1 details the five major themes with sub-themes, Table 2 details the initial 15 code categories, and Table 3 exemplifies the code co-occurrences. The numbers in the code categories represent the number of occurrences each faculty member repeatedly mentioned in each category.

The five major themes that emerged from the data collections were included in the following order from the highest response to the lowest: 1. Structure of courses and programs, 2. Administrative planning, 3. Convenience, 4. Communication and interaction, and 5. Technological support and social networking.

Table 1. Five Major Themes

FACULTY	STRUCTURE OF COURSES/PROGRAMS	ADMINISTRATIVE PLANNING	CONVENIENCE	COMMUNICATION/ INTERACTION	TECHNOLOGICAL SUPPORT/SOCIAL NETWORKING
F1	18	16	12	14	14
F2	14	17	14	11	13
F3	11	13	8	6	9
F4	10	10	10	8	10
F5	14	15	11	14	12
F6	12	10	10	11	10
F7	11	10	12	11	10
F8	10	10	11	10	9
F9	12	10	13	12	10
F10	12	11	14	13	11
F11	11	12	14	9	11
F12	11	11	14	11	10
TOTALS	146	145	143	130	129

The sub-themes that emerged from the field notes, data collection, and data analysis are included in the following format from the five major themes: 1. Teaching and Learning Outcome, 2. Management, 3. Time Commitment, 4. Interesting Discussions, and 5. Delivery Method.



*Five themes and subthemes emerged from Quayson's (2017) research data.

Table 2. Code Categories

Faculty	Convenience	Assessment	Accountability	Distance Education	Structure/Courses/Program	Obstacles	Administrative Planning	Curriculum	Instruction	Professional Development	Evaluation	Feedback	Technological	Communication/	Plagiarism	Totals
F1	12	10	11	17	18	14	16	14	17	14	11	11	14	14		193
F2	14	9	11	12	14	10	17	9	10	10	8	9	13	11	5	162
F3	8	7	6	8	11	10	13	9	9	7	6	6	9	6	4	119
F4	10	7	6	6	10	6	10	8	8	6	6	6	10	8		107
F5	11	10	8	14	14	8	15	14	12	12	8	8	12	14	4	164
F6	10	8	7	10	12	7	10	9	9	8	6	8	10	11	6	131
F7	12	10	8	10	11	8	10	9	9	8	7	8	10	11	5	136
F8	11	8	7	9	10	6	10	9	8	8	7	8	9	10	4	124
F9	13	8	8	10	12	7	10	10	10	9	7	8	10	12	6	140
F10	14	10	9	10	12	8	11	10	10	10	8	9	11	13	6	151
F11	14	8	7	8	11	8	12	9	10	8	7	8	11	9	4	134
F12	14	7	7	9	11	8	11	10	11	8	8	8	10	11	6	139
Totals	143	102	95	123	146	100	145	120	123	108	89	97	129	130	50	

As presented in Table 2, the key point of the data analysis was the prevalence of high occurrences indicated in the totals by code categories of each faculty member. Reliant on the nature of the semi-structured interviews of faculty perspectives about online teaching in higher education, only a few code categories were replicated by some faculty members who teach online in this study.

Plagiarism was the least mentioned by only ten faculty members. Followed by plagiarism came the category of evaluation, which was the second least mentioned by the faculty members who participated in the research study. As part of the process of understanding and analysis, faculty members' background information and years of experience teaching online were reviewed to understand the challenges that faculty members face teaching online in higher education.

The code categories related to the five major themes that rated least in high occurrences included plagiarism, evaluation, accountability, feedback, obstacles, assessment, professional development, curriculum and instruction, and distance education. However, Instruction and distance education categories are tied with the same rate of high occurrences. The co-occurrences were reliant on each faculty member's experience with online teaching in higher education. As a shared common interest in online teaching, all twelve faculty members shared obstacles that co-occurred

with categories of professional development, distance education, instruction, curriculum, and assessment.

Table 3. Code Co-occurrences

	CONVENIENCE	ASSESSMENT	ACCOUNTABILITY	DISTANCE EDUCATION	STRUCTURE OF COURSES/PROGRAMS	OBSTACLES	ADMINISTRATIVE PLANNING	CURRICULUM	INSTRUCTION	PROFESSIONAL DEVELOPMENT	EVALUATION	FEEDBACK	TECHNOLOGICAL SUPPORT/SOCIAL NETWORKING	COMMUNICATION/INTERACTION	PLAGIARISM	TOTALS
CONVENIENCE		7	7	16	16		16	14	14	7		6	18	18		139
ASSESSMENT	7		8	12	14	9	12	11	10	11	8	7	10	11	6	136
ACCOUNTABILITY	7	8		13	15	9	14	12	13	8	7	7	13	12	7	145
DISTANCE EDUCATION	16	12	13		15	9	15	10	11	11	7	8	12	11	6	156
STRUCTURE OF COURSES/PROGRAMS	16	14	15	15		8	12	11	11	10	9	9	13	12	7	162
OBSTACLES		9	9	9	8		7	7	7	8	5		5	6	6	86
ADMINISTRATIVE PLANNING	16	12	14	15	12	7		9	9	8	6	8	12	12	5	145
CURRICULUM	14	11	12	10	11	7	9		13	7	7	6	11	10	5	133
INSTRUCTION	14	10	13	11	11	7	9	13		7	6	8	11	11	6	137
PROFESSIONAL DEVELOPMENT	7	11	8	11	10	8	8	7	7		8	9	11	10	4	119
EVALUATION		8	7	7	9	5	6	7	6	8		8	7	9	6	93
FEEDBACK	6	7	7	8	9		8	6	8	9	8		11	12		99
TECHNOLOGICAL SUPPORT/SOCIAL NETWORKING	18	10	13	12	13	5	12	11	11	11	7	11		17	7	158
COMMUNICATION/INTERACTION	18	11	12	11	12	6	12	10	11	10	9	12	17		6	157
PLAGIARISM		6	7	6	7	6	5	5	6	4	6		7	6		71
TOTALS	39	36	45	156	162	86	145	33	37	119	93	99	158	157	71	

Overall, administrative planning and accountability categories were tied in the number of shared responses in the code co-occurrences. The researcher was reassured because administrative planning and accountability are vital for faculty members to teach online courses/programs in higher education. Faculty members teaching online in higher education rely heavily on administrative planning and accountability of institutional resources. The structure of courses/programs, technological support/social networking, communication/interaction, distance education, administrative planning, accountability, convenience, assessment, curriculum, and instruction were often mentioned in cycles by the faculty members who were interviewed. The highest-rated co-occurrences category is the structure of courses/programs. The interviewed faculty

members varied in their perspectives and attributed the highest related responses to the structure of online courses/programs in higher education. Faculty members commented that structured online courses/programs, technological support, and social networking skills make it more convenient and accessible to teach online courses/programs in higher education.

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Professional development from the perspectives of faculty members interviewed provided a platform for institutions to train and effectively evaluate faculty who teach online. The structure of the courses/programs occurred with the highest rated number of coded responses. I found the theme of the structure of courses/programs to be effective for institutions to enhance curriculum and instruction, assessment, accountability, and feedback for administrative planning and institutional leadership on faculty perspectives about online teaching in higher education. Surprisingly, the co-occurrences of the structure of courses/programs with technological support and social networking were rated high. The faculty members who participated in the research study suggested that an effective online teaching strategy is an accumulation of the structure of courses/programs, technological support, communication/interaction, and technological support and social networking skills, which makes online teaching credible. The code co-occurrences categories of obstacles and plagiarism were rated with lower numbers. However, this suggested that institutions depend on the

structure of courses/programs, accountability, communication/interaction, and administrative planning to ease the challenges of online teaching in higher education for faculty members.

Rationale for the 5-week Training Workshop

The authors chose the length of training for 5-weeks due to time constraints and professional responsibilities that faculty members are responsible for across institutions. The idea of the training workshop as a 5-week personalized model was a precise decision to ease faculty members from stress-related work, thus giving them ample time to immerse in professional development training as a self-paced asynchronous learning management system (LMS). Based on the twelve faculty members' challenges and experience with online teaching, and the online training challenges identified in the data collected, the authors believed that personalized training would be beneficial and prove effective for novice and mid-career faculty members who are transitioning to teach online for the first time or for veteran faculty members who have been introduced to online teaching due to educational emergencies.

A 5-week Personalized Training Workshop

Training Description and Purpose: The 5-week training workshop was created to help faculty members who teach online navigate the challenges of online and distance education. The purpose of this study was to design a personalized 5-week self-paced asynchronous online training workshop to give faculty members who teach online courses the effective skills to teach online and understand the online environments.

Learning Goals: (A) Faculty members will understand the importance of transitioning to teaching online. (B) Faculty members will understand the importance of learning the complexities of online teaching.

Learning Objectives: (A1) Faculty members will be able to recognize online teaching. (B1) Faculty members will be able to analyze the processes involved in teaching online.

Time Required: 4 hours per week from week 1-4 (sun-sat), and 5.5 hours during week 5.

Materials Needed: PC/ Laptop, headphones, speakers, video camera, Internet, desk/table.

Physical Setting: working space, office space, desk/table.

Weeks	Pedagogy	Location	Time	Design	Technology	Topic	Facilitator(s)	Total Hours	Training should be done in sequence order from week 1-5
1	Module – Instructional Design Learning goals & objectives	Asynchronous format	Sunday to Saturday 12am-11:59pm	Content	LMS, Audio, Video, PPT, PC/Laptop tools, Internet	(i) Becoming an Instructional Designer (ii) Online teaching theories & methods (iii) On-boarding challenges	SMEs – Learning Technology and Educational/Instructional Technology and senior faculty members/leaders	4	↓
2	Presence in online Teaching	Asynchronous format	Sunday to Saturday 12am-11:59pm	Content	LMS, Audio, Video, PPT, PC/Laptop tools, Internet	(i) Social presence (ii) Online presence (iii) Cognitive presence (iv) Teaching presence	SMEs – Learning Technology and Educational/Instructional Technology and senior faculty members/leaders	4	
3	Strategies for Teaching Online Written Response	Asynchronous format	Sunday to Saturday 12am-11:59pm	Content Discussion	LMS, Audio, Video, PPT, PC/Laptop tools, Internet	(i) Strategies to teach online (ii) Innovative approaches for e-learning (iii) Online Classroom management skills	SMEs – Learning Technology and Educational/Instructional Technology and senior faculty members/leaders	4	
4	Grading, Feedback, Responding to students, the Syllabi	Asynchronous format	Sunday to Saturday 12am-11:59pm	Content Discussion	LMS, Audio, Video, PPT, PC/Laptop tools, Internet	(i) Online teaching barriers (ii) Feedback to students on assignments & projects (iii) Syllabus creation & review	SMEs – Learning Technology and Educational/Instructional Technology and senior faculty members/leaders	4	
5	Rubrics Best Practices Learning goals & objectives	Asynchronous format	Sunday to Saturday 12am-11:59pm	Content Discussion Assessment Evaluation	LMS, Audio, Video, PPT, PC/Laptop tools, Internet	(i) Assessment/Evaluation (ii) E-learning best practices (iii) Micro-credential badge/digital badge/Certificate of Mastery awarded	SMEs – Learning Technology and Educational/Instructional Technology and senior faculty members/leaders	5.5	

LMS = utilize your institutional learning management system

Audio = content from vlogs, YouTube, e-learning & EdTech association conferences (we leave it up to SMEs to make selection for flexibility)

Video = content specific from vlogs, YouTube, e-learning & EdTech conferences (we leave it up to SMEs to make selection for flexibility)

PPT = PowerPoint slides can come from SMEs, online resource, library, or best practices presentations (we leave it up to SMEs to make selection for flexibility)

PC/Laptop Tools = personal desktop, laptop, headphone, speakers, video camera

Internet = high speed Internet, Intranet, Ethernet, Wi-Fi (the issue of connectivity might exist depending on urban or rural/suburban location)

Discussion

Based on the research question: *To what extent does a 5-week training workshop help faculty members who teach online to acquire specific online teaching skills?*

The study of Quayson (2017) revealed online teaching challenges frequently mentioned by twelve faculty members who teach online or have taught online for at least one year. The challenges identified from data analysis were training workshops, semester-to-semester onboarding, educational/instructional technology needs, strategy to teach online and hybrid formats, mentorship, and effective learning management system (LMS) training to ensure high-quality coursework. The authors conceptualized a new model, *Skills of Inquiry* (SoI), including a logic model to operationalize a 5-week self-paced asynchronous online training workshop for faculty members who teach online. Any institution can adopt this training workshop to train faculty members to transition to teaching in the online medium, including in-person synchronous training. The training workshop has an easy-to-use and step-by-step guidelines to guide subject matter experts to implement effective training sessions for faculty members who teach online to navigate online and distance education challenges. This training workshop can be adopted by industry educational companies involved with the training and development of consultants, lecturers, instructors, and researchers. We suggest that the iteration process be tailored to the institution's specific needs.

It is advisable for subject matter experts to use an institutional learning management system (LMS) to administer the training workshop. From week 1 to week 5, faculty members would be trained on pedagogy, design, technology, and topical relevance in online teaching. In week 5, a team of subject matter experts of learning technology, educational/instructional technology, and senior faculty members/leaders will assess and evaluate faculty members' skills acquisition and content knowledge from week 1 to week 5 based on the learning goals and objectives. The assessment and evaluation during week 5 include written responses and demonstration of the skills learned to teach online via video format to subject matter experts (SMEs). Upon satisfaction of evaluation and skills competency, faculty members will be awarded a micro-credential badge, digital badge, or certificate of mastery to recognize the value and expertise of teaching online.

For week 1, the module focuses on instructional design learning goals and objectives. In this module, faculty members are immersed in topics such as becoming instructional designers, online teaching theories and methods, and onboarding challenges. It would be helpful for faculty members to learn to become instructional designers and be fully equipped to design online courses that align with their professional expertise.

For week 2, the module focuses on a presence in online teaching. In this module, faculty members are immersed in topics such as social presence, online presence, cognitive presence, and teaching presence. It is important that faculty members are exposed to learn about the diverse components of "presence" in online environments.

For week 3, the module focuses on strategies for teaching online and written responses. In this module, faculty members are immersed in topics such as strategies to teach online, innovative approaches for e-learning, and online classroom management skills. It is equally important for faculty members to have strategies to teach online and learn about the complexity of online classroom management.

For week 4, the module focuses on grading, feedback, responding to students, and the syllabi. In this module, faculty members are immersed in topics such as online teaching barriers, student feedback, assignments and projects, and syllabus creation and review. It is important for faculty members to learn how to provide feedback to students in the online classroom on assignments, projects, and discussions. Another important aspect of online course design is creating syllabi. Faculty members will learn the do's and don'ts of syllabi development.

For week 5, the module focuses on rubrics, best practices, and learning goals and objectives. In this module, faculty members are immersed in e-learning best practices, assessed and evaluated, and given a micro-credential/digital badge or certificate of mastery. The culmination of this training workshop experience will result in recognizing faculty members' training as an achievement in expertise in online environments.

For the training videos and audios, we intentionally gave the flexibility to subject matter experts to make their preferred selections. Also, we did not make selections because video and audio links are often broken, missing, or deleted/removed from the Internet, which can create confusion and annoyance in the training and development process.

Based on three questions asked during interview sessions, the responses corresponded with the need to create a training workshop for faculty members teaching online.

1. *Were you trained by your department to teach online?* Faculty members mentioned that there was support from their programs/departments, but the training was individualized. In addition, faculty members mentioned that they had already learned the online training skills by themselves and learned from a senior colleague who was an expert in online teaching. Faculty members also

shared concerns that mentorship was needed to pair the novice with the experienced faculty to train in online teaching.

2. *Do you think a personalized training workshop would be helpful in transitioning to the online medium?* Faculty members mentioned that personalized training would assist them in teaching online more effectively. They shared that personalized training is needed to expose faculty members to the current trends in online teaching and educational technologies available. Faculty members mentioned that personalized training would help the novice and the experienced faculty with a clear direction in the online environments.

3. *Do you think micro-credential is needed to recognize faculty expertise?* Faculty members shared that it would be effective for programs and institutions to adopt micro-credentials to recognize their expertise after acquiring specific online teaching skills. The idea of micro-credential, as suggested by faculty members, is to separate the novice from the experienced and assist the novice in seeking help by identifying who has been recognized as an online teaching expert with a micro-credential.

Limitations

The authors are not assuming that online teaching is more complex than other forms of teaching in higher education. The authors acknowledge that a 5-week asynchronous online training module would be effective in training faculty members; however, it is not the only effective format for training, and technology staff is not the only qualified professionals to observe and assess the online teaching skills of faculty members participating in the training session. The authors are not assuming that micro-credentialing is always a meaningful motivator for faculty members to participate in online training programs or workshops. Also, the authors do not generalize the research findings from Quayson (2017, 2022) and this study's findings to assume that every faculty member teaching online needs to be trained to understand the online environments. The authors designed this module workshop as a customized training based on the challenges identified by twelve faculty members who teach online or have taught online. The training module can assist institutions that would like to train faculty members to transition to teaching online courses to understand the online environments and the challenges of teaching online. For the Skills of Inquiry (SoI) model, we do not know how effective it would be in every training workshop because it has yet to be used before in training faculty members who teach online. We anticipate that the Skills of

Inquiry model is not meant to fit the training and development needs of every institution, program, or department.

Conclusion

It is essential for faculty members who teach online to participate in training workshops to help navigate the challenges of online and distance education. The authors advise subject matter experts, academic programs, and departments to prioritize professional development for faculty members who teach online by focusing on experiential training sessions either via in-person synchronous format or online asynchronous and synchronous formats to guide them to make effective decisions in the online environments. To reward faculty members' time and commitment to learning, subject matter experts and academic programs and departments should award micro-credential badges, digital badges, or certificates of mastery to honor the value and expertise of faculty members' acquired skills to teach online. We recommend that scholars, researchers, and practitioners collaborate to strengthen the Skills of Inquiry model to improve training and development for faculty members who teach online. The training workshop applies to industry educational companies outside of higher education that train consultants, lecturers, scientists, and researchers to understand teaching and learning outcomes in online environments. For future research, we advise researchers, scholars, and practitioners to further investigate faculty behaviors in online environments through qualitative, quantitative, and mixed methods approaches. In addition, we suggest conducting pilot study research on best practices in training and development concerning faculty members who teach online.

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