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Building Online Communities for Literacy Educators

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Building Online Communities for Literacy Educators

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Teaching Reading Well

Six essential features for creating and sustaining preparation programs that produce teachers who teach reading well.

1. Content
2. Faculty and teaching
3. Apprenticeships, field experiences, and practica
4. Diversity
5. Candidate and program assessment
6. Governance, resources, and vision

(IRA, 2007)

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(IRA, 2007)

On-line Learning

- All institutions of higher education
 - 81% at least one internet or blended course
 - 34% complete internet-based degree programs
- Public institutions, even more compelling
 - 97% at least one internet-based course
 - 49% complete internet-based degree program
- Institutional administration
 - 67% view the role of internet-based education as a critical long-term strategy for their institution

(Kushniroff, 2008)

Mentorship

Mentoring

Key component mentioned by a variety of researchers.

(Villar & Alegre, 2007)

Goals of Mentorship

Mentor as Educator

Understanding on-line education

Learning in on-line environment

Discussion

Negotiation

Evaluation

Mentor as LU Liaison

Motivation

Involvement

Scaffolding

Climate

Clarification

Use of resources

Mentoring Model

E-mentoring (electronic mentoring)

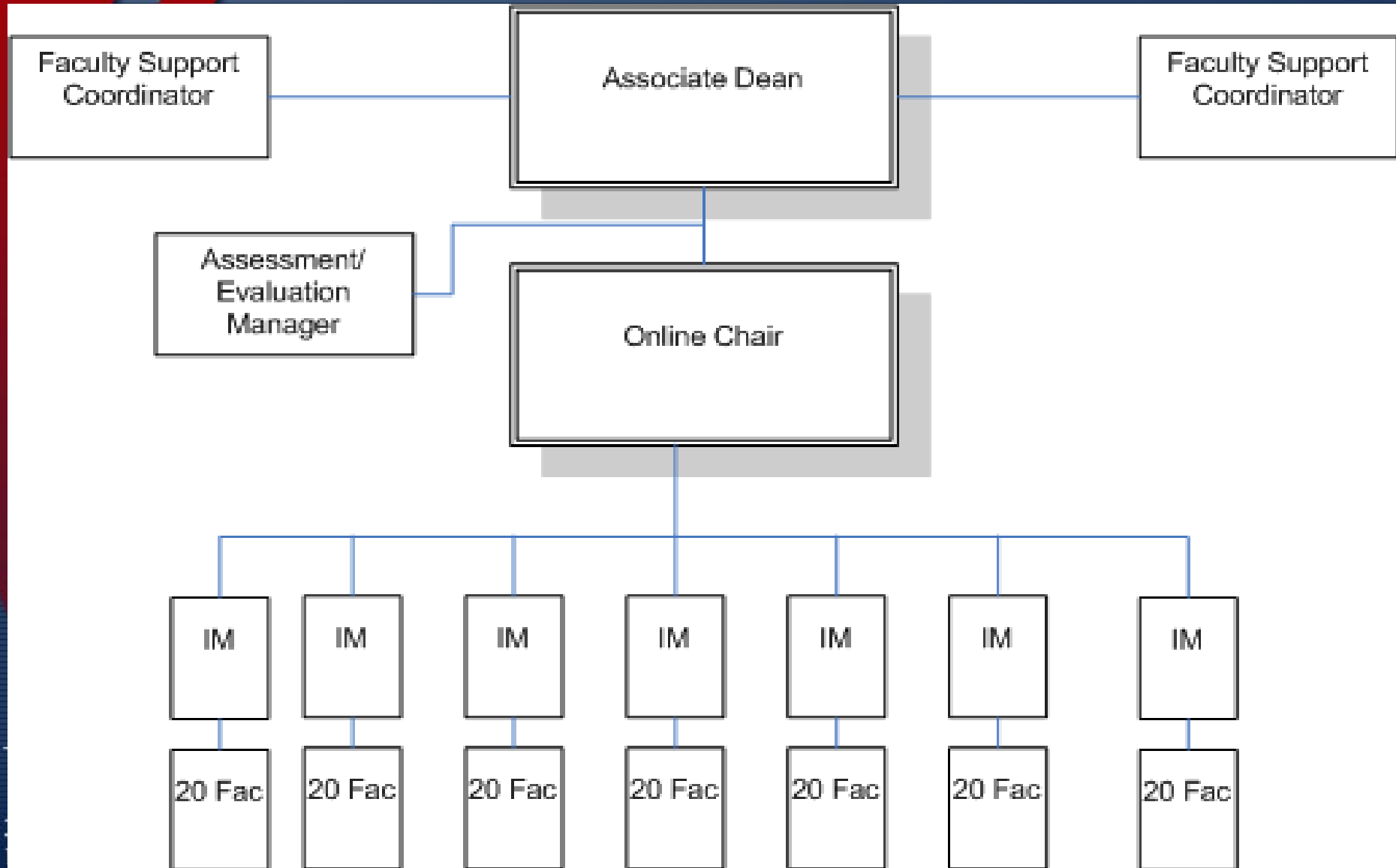
- Mentor model for online faculty
 - used as a context for training
- Three-fold mentoring process
 - planning the role of mentors
 - organizing the role of the mentors
 - collection of assessment

(Angulo & De La Rosa, 2006)

One University's Model

- Organizational chart
- Evaluation tools
 - Checklist
 - Student evaluations
 - Self & mentor evaluations
- Summary of data
- Action plan

Organizational Chart



Guidelines for Instructional Mentor (IM)

Communication

- **Online Chair** - post weekly announcements/reminders to Faculty Communication Center (FCC).
- **Online Chair** - mass email additional announcements pertaining to Internet/Blackboard upgrades.
- **Instructional Mentors** - handle any other reminders in addition to the mass emails.
- **Online Consortium** (Blackboard) - share ideas with Instructional Mentors from other departments.

Communication

The screenshot shows a Windows Internet Explorer browser window displaying the Blackboard Academic Suite interface. The address bar shows the URL: http://bb7.liberty.edu/webapps/portal/frameset.jsp?tab=courses&url=/bin/common/course.pl?course_id. The page title is "Blackboard Academic Suite".

The main content area is titled "LIBERTY UNIVERSITY" and "COURSES". The breadcrumb trail is "DLP_FCC_EDUC (DLP_FCC_EDUC) > NEW FACULTY COHORT". The main heading is "New Faculty Cohort".

The left sidebar contains a navigation menu with the following items:

- Announcements
- Information
- Updates
- Availability
- New Faculty Cohort
- Faculty Forms
- Groups
- NCATE
- Helpful Resources
- SOE Leadership
- Tutorials
- Schedules
- LiveText
- IRB Training
- Course Discussion Board

Below the sidebar, there is a "Tools" section with the following items:

- Communication
- Course Tools
- Course Map

The main content area contains the following sections:

- LU Online Modules Directions**
 - FIRST TIME LU Online Faculty**

As you work through your assigned course with your students, we will also organize this training in a similar fashion so we can experience professional growth and collegiality at the same pace. So please work through each of the modules below on the same schedule as your assigned course. Thank you!

Veteran's - please just check announcements and discussion posts once a week. Thank you!
- Home Page Information**

To browse the Homepages of your students, click the Communications button, then click Roster. Choose List All to display all names on the class roster, then click each name to view the Homepage.
- Teaching Respect for Diversity**

to access the curriculum materials:

www.dontlaugh.org Operation Respect is a non-profit organization working to transform schools and organizations focused on youth, into more compassionate, safe and respectful environments. It is the character education & diversity curriculum we are using in the TE program and all faculty members should be familiar with it.

Link to the video that accompanies the program:

http://www.youtube.com/watch?v=vbBWsscli_4

The Windows taskbar at the bottom shows the Start button, several application icons, and the system tray with the time 12:00 AM.

Guidelines for Instructional Mentor (IM)

Management

- Mark calendar for contacts
 - check with adjuncts at beginning and end of term
 - provide encouragement and advice when needed
- Check classes for quality assurance
- Seek opportunities to encourage and mentor faculty
- Refer administrative questions to Faculty Support Coordinator

Checklist & Data

| <u>Assessment of Compliance with Procedure</u> | Percent | |
|--|---------|---------|
| | F 2008 | Sp 2009 |
| Welcome Announcement | 100 | 100 |
| Faculty Info. | 100 | 96 |
| Welcome Email | 100 | 100 |
| Module One Weekly Announcements | 88 | 100 |
| Module One Weekly Email | 88 | 100 |
| Logging into Course every 48 hours | 100 | 100 |
| FCC Check-in (Monday) | 50 | 48 |
| FCC Check-in (Thursday) | 50 | 39 |
| Load Calculation Email | 100 | 100 |
| Roster Verification I - Part One | 94 | 100 |
| Module Two Weekly Announcements | 75 | 100 |
| Module Two Weekly Email | 81 | 96 |
| Logging into Course every 48 hours | 100 | 100 |
| FCC Check-in (Monday) | 50 | 48 |
| FCC Check-in (Thursday) | 50 | 48 |
| Roster Verification II | 100 | 100 |
| Module Three Weekly Announcements | 75 | 100 |
| Module Three Weekly Email | 75 | 96 |
| Logging into Course every 48 hours | 100 | 100 |
| FCC Check-in (Monday) | 50 | 70 |
| FCC Check-in (Thursday) | 50 | 43 |
| Module Four Weekly Announcements | 81 | 96 |
| Module Four Weekly Email | 81 | 91 |
| Logging into Course every 48 hours | 100 | 96 |
| FCC Check-in (Monday) | 50 | 39 |
| FCC Check-in (Thursday) | 50 | 43 |
| Module Five Weekly Announcements | 75 | 91 |
| Module Five Weekly Email | 75 | 96 |
| Logging into Course every 48 hours | 94 | 96 |
| FCC Check-in (Monday) | 50 | 48 |
| FCC Check-in (Thursday) | 50 | 43 |
| Module Six Weekly Announcements | 75 | 91 |
| Module Six Weekly Email | 81 | 96 |
| Logging into Course every 48 hours | 100 | 96 |
| FCC Check-in (Monday) | 50 | 61 |
| FCC Check-in (Thursday) | 50 | 57 |

| <u>Assessment of Compliance with Procedure - Cont.</u> | Percent | |
|--|---------|---------|
| | F 2008 | Sp 2009 |
| Module Seven Weekly Announcements | 81 | 96 |
| Module Seven Weekly Email | 81 | 91 |
| Logging into Course every 48 hours | 100 | 96 |
| FCC Check-in (Monday) | 50 | 61 |
| FCC Check-in (Thursday) | 50 | 48 |
| Module Eight Weekly Announcements | 81 | 96 |
| Module Eight Weekly Email | 81 | 91 |
| Logging into Course every 48 hours | 94 | 96 |
| FCC Check-in (Monday) | 50 | 48 |
| FCC Check-in (Thursday) | 50 | 43 |
| Posting Final Grades | 100 | 96 |
| No Grade Report | | 96 |
| Student Evaluation | | 96 |
| Closing Announcements | 100 | 96 |
| Closing Emails | 100 | 96 |
| Recognition of Existing Incompletes | | 96 |
| Timely completion of Incompletes | | 96 |

Overall Rating

Assessment of Quality of Instruction

| 5-Point Likert scale for Assessment of Quality of Instruction | |
|---|-------------|
| 1. Re: Communication w/Students | |
| a. Proof Read communiqués | 4.43 |
| b. Professionalism in framing communiqué | 4.6 |
| c. Overall Classroom Management | 4.43 |
| 2. Feedback | |
| a. On Grade-book submitted Assignments | 4.56 |
| b. Discussion Boards | 4.17 |
| 3. Community Center Discussion Board | 4.05 |
| 4. Student Evaluation | 4.53 |
| Overall Rating | 4.34 |

Self-Mentor Evaluation Averages

| Instructor Self-Evaluation | Scale (Numeric value) | Instructional Mentor Evaluation |
|--|-----------------------|--|
| My performance exceeds expectations in this area. | (4) | The instructor exceeds expectations in this area. |
| My performance meets expectations in this area. | (3) | The instructor meets expectations in this area. |
| My performance is below expectations in this area. | (2) | The instructor's performance is below expectations in this area. |
| My performance is unsatisfactory in this area. | (1) | The instructor's performance is unsatisfactory in this area. |

| Performance Criteria for <u>ALL</u> Distance Learning Program Instructors | Instructor Evaluation | | IM Evaluation | |
|---|-----------------------|-----------|---------------|-----------|
| | Fall 2008 | Spr. 2009 | Fall 2008 | Spr. 2009 |
| 1. Instructor evidences agreement with and ability to integrate a Christian worldview consistent with that of the University into his or her instruction. | 3.3 | 3.48 | 3.5 | 3.58 |
| 2. Instructor treats students with respect, encourages questions, and demonstrates flexibility in dealing with students. | 3.92 | 3.79 | 4 | 3.79 |
| 2. Instructor participates in and requires students to participate in focused and meaningful discussions (including but not limited to discussion boards/forums). | 3.08 | 3.41 | 3.25 | 3.17 |
| 3. Instructor provides meaningful and substantive help to students; responds to email, discussion postings and phone messages within established time standards*; and encourages students to seek assistance when needed. | 3.5 | 3.69 | 3.7 | 3.41 |
| 4. Instructor understands and follows University and department policies and procedures; treats colleagues and College staff with respect, turns in required documentation and grades on time, etc. | 3.6 | 3.55 | 3.75 | 3.72 |
| 5. Instructor incorporates course materials/activities to promote listening, speaking, writing, and higher order/critical thinking skills. | 3.25 | 3.38 | 3.2 | 3.38 |
| 6. Instructor demonstrates enthusiasm for learning as evident by knowledge of subject matter in feedback in grading, discussion boards, and other correspondence with students. | 3.6 | 3.59 | 3.7 | 3.69 |
| 7. Instructor provides substantive feedback to students on assignments, as appropriate. | 3.3 | 3.55 | 3 | 3.21 |
| 8. Instructor demonstrates current knowledge of academic discipline and maintains academic standards appropriate to the course. | 3.6 | 3.55 | 3.5 | 3.62 |
| 9. Instructor keeps accurate and timely records (i.e. grades, attendance roster, test scores, etc.). | 3.5 | 3.55 | 3.5 | 3.66 |
| 10. Instructor shows consideration for needs of students as evident by accommodations allowed and utilizing various teaching strategies. | 3.75 | 3.48 | 3.7 | 3.66 |
| 11. Instructor contributes to the success of students at risk and to the retention of all students as evident by feedback and grading. | 3.3 | 3.52 | 3.2 | 3.62 |
| 12. Instructor encourages active learning by following up on all students to encourage participation. | 3.3 | 3.59 | 3.3 | 3.48 |
| 13. Instructor maintains professional rapport with students in written and oral communication. | 3.5 | 3.66 | 3.75 | 3.76 |
| 14. Instructor encourages students to pursue appropriate University services (e.g. learning support, financial aid, etc.). | 3.3 | 3.31 | 3.3 | 3.38 |
| 15. Overall Effectiveness as a member of the LU DLP Teaching Team. | 3.6 | 3.55 | 3.5 | 3.47 |

| RESULTS | ACTION ITEM | Responsible Persons | Completion Date |
|---|--|---|-----------------|
| FCC – More discussion regarding biblical/Christian worldview | Video | Dean/ | August 09 |
| FCC – Instructions for using FCC | Video | Dean/ Instructional Technology Faculty | August 09 |
| FCC – information should be updated frequently | FCC information updated | Faculty Support Coordinator | Monthly |
| DB – Need rubric for grading | Email information to PCM | SMEs | May 2010 |
| DB – Need way of responding without everyone reading professor's posts | Discussion with IT Team | Blackboard 9.0 | January 2010 |
| DB – Need to respond to initial threads with substantive, quality comments | Evaluations from IMs/Student evaluations | IMs | Yearly |
| EMAILS/ANNOUNCEMENTS – Need better instruction for posting announcements/emails | Video/Evaluation s from IMs | Dean | Yearly |
| EMAILS – Need to be used as positive follow-up and/or suggestions for improvement | Evaluations from IMs/Student evaluations | IMs | Yearly |
| GRADING – Explanations for assignments should be included earlier | Evaluations from IMs/Student evaluations | IMs | Yearly |
| GRADING – Correlation between Livetext and assignments should be addressed | Video | Dean | Yearly |
| GRADING – Feedback should be included with every major assignment | Evaluations from IMs/Student evaluations | IMs | Yearly |
| GRADING – Should reflect necessity of graduate level thinking and writing | Evaluations from IMs/Student evaluations | IMs | Yearly |
| GRADING – Feedback should be supportive, positive, substantive, including rationale for grade and suggestions for improvement | Evaluations from IMs/Student evaluations | IMs | Yearly |

Action Plan

Review

- Faculty & teaching – essential feature for literacy educators
- Importance of mentoring
- Goals of mentoring
- Organization & job descriptions
- Data collection
- Action plan

Abbreviated Resource List

Angulo, L.V. and De La Rosa. (2006). Online faculty development in the Canary Islands:

A study of E-mentoring. *Higher Education in Europe*, 31, 1, 65-81.

Barone, D. & Morrell, E. (2007). Multiple perspectives on preparing teachers to teach reading. *Reading Research Quarterly*, 42(1), 167-180.

Beretvas, N., Cassidy, J. & Duffy, G. (2003). Prepared to make a difference: An executive summary of the national commission on excellence in elementary teacher preparation for reading instruction. International Reading Association.

Gallen, T., & Oomen-Early, J. (2008). Personalized versus collective courseroom. *International Journal on E-Learning*, 7, 463-476.

International Reading Association. (2007). Teaching reading well: A synthesis of the International Reading Association's research on teacher preparation for reading instruction.

Kushniroff, M. (2008). *Examination and survey of user satisfaction with Internet-based learning compared to traditional Classroom-based learning*. Retrieved from Digital Commons. <http://digitalcommons.liberty.edu/doctoral/91/>

Abbreviated Resource List

- Palloff, R., & Pratt, K. (1999). *Building Learning Communities in Cyberspace: Effective Strategies for the internet-based Classroom*. San Francisco: Jossey-Bass.
- Smith, T., Ferguson, E., Caris, P. (2002). Creating profound communication in virtual classrooms. *Virtual Perspectives*, 3, 19-33. Retrieved December 24, 2007, from Academic Search Premier.
- Villa, L.M. & Alegre, O.M. (2007). The on-line faculty development and assessment system. *Research in Learning Technology*. 3, 217-230.
- Wagner E., Hollman, T., & Gorton, P. (2005) Characteristics of the Adult Learner. *Supplement to the Effective Educator*. 28. 16-24.