

Delivering High Quality Faculty Development in 10-Minute Microlessons

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Opening question

When I think about teaching a topic to faculty and staff in 10 minutes,

- a. I start making a list of topics.
- b. I wonder if anyone can really learn in such a short time.
- c. I question how long it takes to put together a “tight ten”.
- d. I doubt that this would work in my setting.
- e. I believe our attention spans are already too short.





Learning Objectives

1. Describe the benefit of short, targeted teaching sessions for faculty and staff
2. Identify key elements of successful design and delivery
3. Consider similar opportunities for learning in your setting

Purpose

To deliver high quality faculty development and support through 10-minute **microlessons** during the disruption and change brought on by the pandemic*.

*To continue supporting faculty and staff throughout and beyond the pandemic!

Background



Branded “Teach in 10” and “Tech in 10”, and presented by faculty leaders



Delivered as bookends to Dean’s weekly town hall sessions beginning in Spring 2020



Leveraged virtual format to “meet faculty where they are”



2 campuses, ~2,000 students, 4 levels, many specialties, 5 depts., 150+ FT faculty, staff



Faculty’s teaching experience ranges from novice to expert



Must be built on sound education design & delivery



Aligned with school’s culture and communication format



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UNIVERSITY of MARYLAND
SCHOOL OF NURSING

Open Access & Predatory Publishing Part 1

UMSON Town Hall 1/14/21

Branding





Faculty Presence *in an Online Learning Environment*

UMSON Town Hall 11/20/20



MANAGING YOUR SCREEN(S)

Benefits

- Recognize burden of rapid change on faculty, staff, student
- Steep learning curve moving to online learning and other major shifts
- Meet the need for short, focused sessions
- Doable, applicable, relevant, just-in-time information and skills
- Sessions archived for easy review/retrieval (>1,000 views)
- Live format encourages questions, clarifications, and/or further dialogue
- Budget neutral!
- Helps to introduce ideas, inspire creativity, demonstrate use, make connections
- Feedback has been very positive
- Ideas can be organic, requested, or planned

Challenges

Some learners
prefer 1:1 or
over the
shoulder instruction

Prioritize
operational
topics prn

Time to design
weekly lessons

Distilling topics into
manageable,
consumable,
relevant chunks

Unable to do “deep
dive”

Not all topics
relevant to
all learners

TOPICS

TEACH IN 10

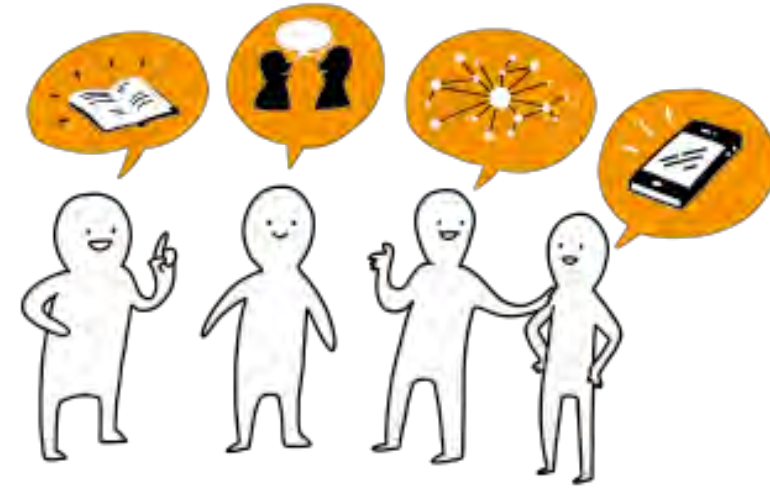
1. Instructional design and delivery
2. Writing an abstract
3. Discussion board
4. Library searching tips
5. Predatory publishing
6. Rubrics
7. Classroom assessment techniques
8. Questioning
9. Faculty presence
10. Grants 101
11. Peer reviewing
12. Alignment and Objectives

TECH IN 10

1. Phishing
2. Managing your monitors
3. Webex events
4. Microsoft teams
5. Scheduling meetings
6. One Note
7. Setting up your workspace
8. General computer cleanup
9. Using Slido
10. Qualtrics
11. Safely sharing files
12. UMB Resources

Recommendations

- Environmental scan of learning needs/gaps
- Consider level of learner(s), single or multiple
- Select venue/format that fits with organizational culture
- Consider branding for consistent recognizable look/feel
- Plan for archiving, retrieval, repurpose or repackaging



KEY POINTS

Microlessons

- Need a beginning, a middle, and an end
- Should have one relevant focus
- Take time to develop
- Require good design
- Generate questions and ideas

Examples



Learning Objectives Revisited



- ✓ Describe the benefit of short, targeted teaching sessions for faculty and staff
- ✓ Identify key elements of successful design and delivery
- ✓ Consider similar opportunities for learning in your setting



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Abstract

Background: In an effort to support faculty during the COVID 19 pandemic, leaders at the University of Maryland School of Nursing decided to implement virtual, weekly town halls as a communication strategy. Ten-minute microlessons, branded as "Teach in 10" and "Tech in 10", were introduced as bookends to each townhall as a means to deliver high quality faculty development during this challenging time. These lessons continue to be delivered after the pandemic, allowing trusted colleagues with teaching expertise to provide critical support to faculty as they continue to navigate new teaching/learning environments.

Method: Typical attendance each week ranges from 120-150+ faculty and staff. Sessions are recorded and archived online for easy retrieval. Tech topics include learning management system tips and tricks, e-tools to support telework, and new applications to enhance online learning. Teaching topics include, for example, course design/delivery, discussion board engagement, ideas to encourage student reflection, and efficient search strategies. Content is thoughtfully designed to be relevant to current faculty challenges and aligned with the school culture. Lessons help to introduce ideas, inspire creativity, demonstrate application, and make connections. Feedback from attendees is consistently positive. Limitations to this project are few; namely the time needed to create relevant, well-designed microlessons.

Results: Over 50 "Teach in 10" and "Tech in 10" microlessons have been delivered. Faculty and staff are engaged in and appreciative, reporting that they feel heard, supported, and even inspired! The sessions often lead to deeper conversations and individual or group consultations. Participants share the utility and applicability of these brief, targeted, right-on-time microlessons designed to support faculty and staff during COVID and beyond.