1. List and description of program elements

- During fall semester 2015 and spring semester 2016, the First Year Writing Program was able to offer two online training sessions for lecturers to help prepare them to teach First Year Writing online. The training course which ran for two weeks for each semester, familiarized participants with best practices for online instruction, including building community in the online environment, how to handle grading, peer review, discussion, etc., and how to generate course materials such as video lectures and worksheets. The training also provided a simulation of the First Year Writing Program’s peer review software—The Writers’ Exchange. The training sessions took place the first two weeks of November and the first two week of April. The fall semester session had seven lecturer participants who received a stipend upon successfully completing the course. The spring semester session initially started with five lecturers, but one lecturer was unable to participate at the last minute. All of the lecturers from the fall semester session were from the Columbus campus, but the spring semester session included lecturers from the regional campuses. Both sessions also included a few graduate students and a lecturer from outside our department who were not compensated for completing the course.

2. Examples of event agendas, URL of website, seminar syllabus, etc.

- Syllabus Attached

3. Itemized budget for how funds were (or will be) spent

$1200 Payment to Instructor, Angela Romines, for both sessions. This ended up being a higher amount than estimated due to extra funds from low participation in the spring semester session combined with the extensive instructor workload that was not anticipated.

$500 Payment to ASC Tech Consultant for creating and running The Writers’ Exchange simulation.

$3300 Payment to English Department Lecturers who successfully completed training course.

4. Description of Lecturer Coordinator position

- As the Lecturer Coordinator, I was responsible for building the Online Training Course which included working with ODEE to build the course shell in Carmen,
developing the syllabus, selecting readings, and creating course materials. During the two training sessions, I filled the role of instructor, communicating with students, engaging with them on the discussion boards, answering questions, facilitating The Writers’ Exchange simulation, and teaching them how to use new technologies.

Eddie Singleton, the Director of the First Year Writing Program, assisted with recruitment of participants in the Online Training Course. Mike Bierschenk (English Department) and Kurt Mueller (ASC Tech) assisted with The Writers’ Exchange simulation.

5. Feedback data from specific events or programs

- For each of the training sessions, a pre-course survey and a post-course evaluation were administered electronically through Qualtrics. When asked what they were worried about when it came to teaching online, participants cited that they were concerned about being tech-savvy enough to handle the all-online format. They also were worried about creating a rapport and sense of community in a virtual environment. Some weren’t sure how to develop materials that would work for online learning. When asked what they were hoping to get out of the course, participants wanted to diversify their pedagogy skill set, make themselves more marketable, experiment with new technologies, and see how learning online teaching methods might improve their teaching methods in the traditional classroom.

The post-course survey generated mostly positive feedback. Some participants wish the course had been longer than two weeks with more time to generate additional materials that they would be able to use when teaching online in the future. Many participants were excited to have learned new technologies such as Prezi and CarmenConnect. Some thought the course was eye-opening in terms of how much work teaching online is for the instructor and also how much work it is for the student. Several lecturers felt more confident in their ability to translate their traditional teaching skills to an online setting.

6. Feedback data on lecturer support at the departmental/unit level in general

Since developing this grant, lecturers in the Department of English were granted full voting rights in the English Department Committee after some contentious debate and a vote by TT faculty members. Our department chair, Debra Moddelmog, accepted a dean position at another university, so lecturers are losing a great ally in her.

7. Reflections on the future of lecturer support

This is a “big idea,” but I’d love to see a university-wide lecturer/Associated Faculty conference where non-TT OSU faculty is able to come together and celebrate their research and publications. This could also be a space to discuss pedagogy issues and talk about the realities of being a lecturer in general and at OSU.
I’d also love to continue exploring online learning, specifically how to convert Creative Writing workshop into online courses taught by lecturers.