

# Teaching with Technology: Designing, Implementing, and Sustaining Faculty Development Programs

Janet de Vry  
University of Delaware  
Smith Hall  
Newark, DE 19716  
(302) 831-6714  
janet@udel.edu

Julius Bianchi  
California Lutheran University  
60 West Olsen Road, MC 5100  
Thousand Oaks, CA 91360  
(805) 493-3483  
bianchi@clunet.edu

## ABSTRACT

Every year more and more higher education institutions add teaching with technology to their top priorities. Some faculty technology development initiatives have been highly successful while others have slowed down in the face of a "support crisis" or perceived faculty indifference. This poster session will focus on two institutions' efforts to integrate sound educational principles with technological solutions for enhanced student learning opportunities. We will identify elements that will contribute to successful faculty development programs such as advocating sound pedagogical principles, establishing objectives, managing and supporting a program, forming essential partnerships, reinvigorating an ongoing program, and developing and nurturing student technology assistants. We will also provide a wealth of resources that can be tailored to various campus environments.

## Keywords

Teaching and technology, instruction, faculty development.

## INTRODUCTION

California Lutheran University (the 1996 small college CAUSE award recipient for Excellence in Networking) and the University of Delaware (the 1994 CAUSE award recipient for Excellence in Networking), will share experiences in supporting faculty in their efforts to successfully integrate technology into the teaching and learning environment. These topics are important to attendees because many institutions have not only made significant investments in technology, but are actively reaching out to encourage more faculty use of technology. This poster session will provide first-hand information on what strategies have worked in different environments and what we and other

institutions have learned by developing specific strategies and applying appropriate learning tools.

## Solving Teaching Dilemmas

Frequently a low cost technological solution can solve an instructional dilemma. Using the "Seven Principles for Good Practice in Undergraduate Education" created by Art Chickering and Zelda Gamson, the presenters will have examples of how faculty have successfully integrated technology into the learning environment. The principles include: 1. good practice encourages contacts between students and faculty; 2. good practice develops reciprocity and cooperation among students; 3. good practice uses active learning techniques; 4. good practice gives prompt feedback; 5. good practice emphasizes time on task; 6. good practice communicates high expectations; and 7. good practice respects diverse talents and ways of learning.

## Faculty Development Options

University of Delaware and California Lutheran University have used a variety of methods to support faculty with the integrating technology into the teaching and learning environment. Examples of strategies include: week long institutes, faculty release time, instructional development teams, skill building workshops, student technology assistants, faculty and student mentors, and drop-in centers offering a variety of services from technical assistance to course development.

## Resources

Chickering, A. W. & Ehrmann, S. C. (1996, October). Implementing the seven principles: Technology as lever. *AAHE Bulletin*. Retrieved March 15, 2000 from the World Wide Web: <http://www.aahe.org/technology/ehrmann.htm>.