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Center for Educational Technology and Faculty Development

**Problem / Opportunity Statement \***

At Washburn, there is a gap between conventional and current teaching methodologies. Content expertise isn't enough anymore. Technology in education is found everywhere and students expect to use it. The development of a campus-wide instructional design program could bridge the instructional technology gap for existing face-to-face, hybrid, and online courses.

**Select one quality initiative sub-theme. \***

Technology Competence

**Sub-theme description. \***

This project integrates 3 themes: instructional design, assessment of infrastructure, and training in the development of a campus-wide instructional design program.

The intent is to develop a technology center (physical space with equipment) and dedicated staff to assist faculty in integrating appropriate technologies into their existing teaching strategies. The faculty training would have a positive effect on educating our educator workforce.

Through a selection process that includes a prescriptive project proposal, identified faculty would be offered the opportunity to access resources to develop proficiencies with educational technologies as well as curriculum design. Upon completion, the faculty's "project" would be ready to implement into their curriculum.

As faculty complete the additional training, the process would require them to both recruit new faculty to participate in more advanced technology training, but the faculty member could also mentor faculty in his/her department on the integration of technology into existing courses.

Thoughtful matching of technology with the instructor and the course content is vital to this process. The focus must be on the learner and how the instructor can best convey the required information and their expert knowledge through the assistance of appropriate technology.

**Benefits \*****Faculty**

1. Develop a Center staff and Leadership Council focused on assisting faculty to effectively convey the required course information and their expert knowledge to learners.
2. The Center will be a point of contact for faculty. The Center will assist with the selection of appropriate technologies, content development, curriculum design, integration of technology and assessment.
3. Improved learning outcomes and student satisfaction as a result of enhanced faculty expertise.
4. Development of a cadre of education technology and curricular "experts" capable of assisting others in the use of teaching techniques and technologies.

**Student**

1. Students benefit as a result of their instructor's review of curriculum. This results in a more current and fresh approach to delivering relevant instructional content. The added use of technology, when applied appropriately, enhances the student's access to instructional content, student engagement, and the retention of instructional material. This impact can be measured by course assessments (i.e., examination scores and national exam rates).

**University**

1. Cost savings come from thoughtful matching of technology with the instructor and course content (preventing

technology waste) and through student satisfaction, retention, and quality courses (leading to increased enrollment). Poor quality courses will result in a decline of enrollment.

### Scope \*

This proposal bridges the gap for new and seasoned faculty in technology integration and methodology. All faculty members would be able to access these resources at any time. However, the number of “prescriptive” project participants would be limited in number and per academic units, allowing equal participation.

Retention/Recruitment – Students expect to use current technology. It’s critical that we aid instructors, through faculty development opportunities, workshops and a center for faculty development in the use of technology. Pedagogy is the underlying keystone to aid in identifying the technology or learned skill. We shouldn’t use technology for technology’s sake.

Stewardship of Technology – Thoughtful matching of technology with the instructor and the course content is critical. The emphasis isn’t placed on the technology, it’s placed on the student and how the instructor can best convey the required information, along with their expert knowledge (a major concept for this project).

Studies have shown that the more students access or interact with learning content, the greater the retention of that content. This project allows for a faculty-focused outcome in which the participant becomes comfortable in developing content that can be accessed at any time, from anywhere; ultimately, improving learning outcomes across the curriculum.

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