

FINAL REPORT: 2018-2019 PELP ONLINE PEDAGOGY GROUP

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Introduction

Distance Education (DE) classes are particularly advantageous for non-traditional students who need a flexible schedule to accommodate their work and family obligations. DE classes also support transfer pathways that prepare indigenous, local, national, and international students to further their education. In light of the broad access to education that DE enables, the Online Pedagogy working group of the 2018-2019 President's Emerging Leaders Program (PELP) examined the DE training and resources available across the University of Hawai'i system. We determined that training opportunities and resources vary greatly throughout the system and responded by developing a survey to identify faculty and staff perceptions of support for DE.

We distributed a survey to faculty and staff across the system in the Spring of 2019 that asked them questions about their DE experience, the professional development opportunities

available for DE, the resources available for online courses, the new five-week online courses, and other elements of online pedagogy relevant to DE. The survey received 474 responses, indicating a broad interest across campuses on the topic. At UH Mānoa, for example, 202 of its 1450 instructional staff answered the survey, at an approximately 14% response rate. This level of response illustrates that the topic is timely and faculty want to participate in developing a better understanding of online pedagogy. The group hopes that the results of this survey and attendant recommendations will inform future institutional planning regarding distance education.

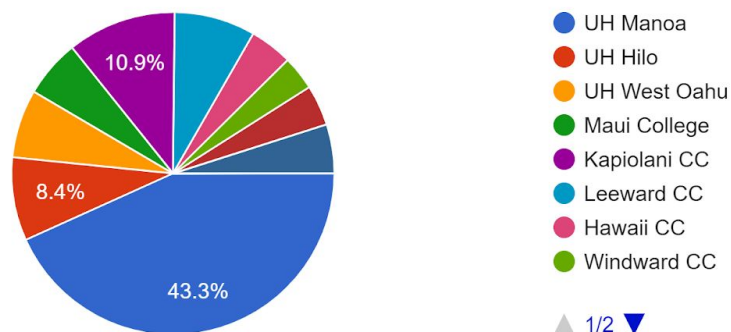
Question/methods

The survey was distributed via email to all faculty and staff across the University of Hawai‘i system in the Spring of 2019. The categories of questions included demographic information, training, software, and attitudes regarding the five-week DE courses. Both qualitative and quantitative data were gathered in this survey to help identify faculty and staff’s DE experiences and needs.

Results

Category 1. Experience with online teaching

- a. Number of responses: 467 responses in total. UHM, 202; UHH, 39 ; UHWO, 32; UHMC, 27; KapCC, 51; LeeCC, 38; HawCC, 20; WinCC, 16; KauCC, 19; HonCC, 23.



- b. 66.7% of respondents had experience teaching DE, with the majority (45.5%) having taught for more than 8 semesters.

Category 2. Previous and desired training

- a. The majority of respondents (224, 72.0%) had received Laulima training or online training.
- b. Only 63 (20.3%) of respondents had completed a course focused on DE pedagogy and practices.
- c. Only 55.6% of respondents felt adequately prepared to teach DE, and 67.2% desired more training in DE pedagogy and practices.

A significant majority of respondents expressed interest in receiving additional training in DE, even though most of those surveyed had already been teaching online for more than a year and many had been doing so for multiple years. Only just under 20% were uninterested in receiving additional training. A large number of respondents provided commentary in response to the open-ended survey questions. This commentary indicated that they were interested in training that was relevant, of a reasonable time commitment, and/or appropriately compensated. The patterns that emerged from this exploratory question suggest that faculty and staff desire a flexible professional development model that would enable them to tailor their learning to their specific curricular and technological needs. The survey suggests that over 80% of mostly experienced online instructors would take advantage of additional training if it were designed to fit their needs.

The categories of training that the comments mentioned the most included the following: 1) advanced Laulima use; 2) new technologies, programs, and tools; 3) best practices; and 4) improving student engagement. The first category, an interest in using Laulima to full capacity, aligns with the Learning Management System being the official and supported platform across the system. The second category addresses the continually developing nature of technology and the need for time to understand and incorporate the best available tools. The third category demonstrates a desire to learn about data driven practices and from other instructors with more experience and proven success. Finally, the fourth category demonstrates the need to address an observed difference between online and in-person instruction in terms of student engagement. Comments related to this fourth request include a request to learn more about how to design courses to better encourage student collaboration and community.

The comments also demonstrated interest in how instructor training would take place. A group wanted some kind of standardization at the system level, especially for first-time instructors. Some wanted online training whereby they could work on their own schedule on a variety of topics as needed. Finally, others wanted more hands-on, in-person training. Some wanted to learn how to structure their online course to improve their efficiency and better balance out their teaching load whereas other wanted discipline-specific training and financial incentives or release time for training. These requests demonstrate a broad consensus that more training is needed but significant variation in the individual needs of instructors

depending on their technological skills, experience teaching online courses, discipline specific needs, and previous training. One challenge will therefore be to develop additional training that meets these diverse needs.

Category 3. Software and tools

- a. 92.9% of respondents use Lulima and 39.5% use Zoom to support their online courses.
- b. All other resources were used by fewer than 25% of respondents.
- c. Though respondents are predictably interested in using Lulima more effectively (29.3%), they showed interest in other tools as well. Google Classroom (51.3%), Zoom (29.3%), Canvas (27.3%), and Camtasia (21.7%) topped the list of desired resources.

Category 4. 5-week courses

- a. Respondents' willingness to teach a 5-week online course demonstrates partial support (42.9%) and partial uncertainty (34.4%).
- b. The benefits that faculty and staff most commonly projected were that such intensive classes would better capture students' focus, contribute to better and faster completion rates, and provide flexibility for students.
- c. The problems that faculty and staff most commonly anticipated were a reduction in student learning and retention, a lack of accessibility for students with a variety of needs, and a potentially onerous workload demand on instructors.

Recommendations

The working group's recommendations arise from the survey responses. Any implementation should similarly be built upon the actual needs of the faculty as expressed in the collected survey data and designed to reflect data driven best practices for DE training and support. The survey results indicate that faculty have already been taking advantage of the diverse training opportunities available and self-teaching when training opportunities were not available. Faculty thus have widely varied needs when it comes to training and support for online pedagogy. Instead of a one-size fits all, standardized training program, the system should invest in supporting the collaboration, coordination, and organization of existing resources to provide faculty an *à-la-carte* menu of training workshops, modules, and one-on-one technical and instructional design support.

The PELP working group on Online Pedagogy recommends that the Academic Technologies Department of the UH System work to organize and coordinate a central database for faculty to access these pedagogical support resources. To this end we recommend the following actions:

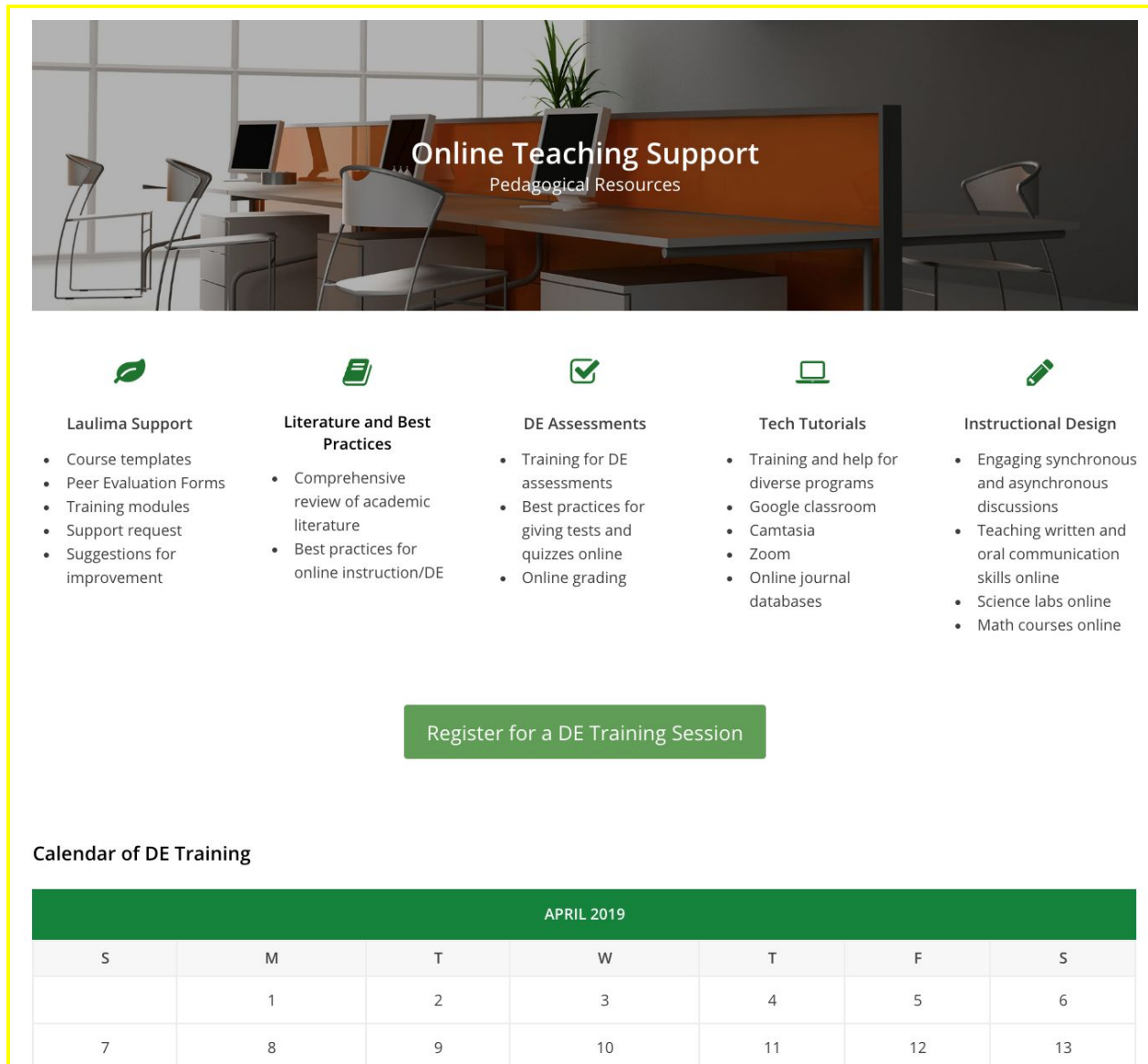
STEP 1: Summer 2019

Online pedagogical support for faculty is highly variable from campus to campus (see assembled links in [Table 1](#)), with Mānoa faculty having no widely offered or centrally organized instructional design support. Therefore, our first recommendation is to build a centralized website to collect, organize, and make accessible to faculty across the UH System resources for supporting online instruction. Mānoa's General Education Office (GEO) is willing to build, maintain, and host this website. We ask that Director Hae Okimoto's Academic Technologies (AT) office contact DE experts across the UH System to assemble a collection of links and resources under the list of categories numbered below. The GEO staff will then assemble these materials in the summer of 2019 so that all System faculty will have a centralized place to identify resources currently available across campuses. Sections of the website could include:

- a. "Laulima Support": templates for semester-long Laulima courses, forms for peer evaluation of online courses, Laulima training modules, links for requesting Laulima support and for providing suggestions to improve the Learning Management System
- b. "Literature and Best Practices": a comprehensive review of academic literature documenting best practices for online instruction/DE
- c. "DE Assessments": training for DE assessments, best practices for giving tests and quizzes online, grading, etc.
- d. "Tech Tutorials": links to training and help for diverse programs (Google classroom, Camtasia, Zoom, Online journal databases, etc.)
- e. "Instructional Design": pedagogical resources for specific challenges in teaching online (facilitating engaging synchronous and asynchronous discussions, teaching written and oral communication skills via online courses, science labs online, math courses online, etc.)
- f. "Calendar of DE Trainings": calendar with schedules and registration for already scheduled DE trainings across UH System, and information and schedules for access to national training opportunities

We further recommend that the Academic Technologies office produce a strategically timed DE Newsletter that is distributed to faculty across the System at least once per semester (perhaps

2-3 weeks before the term starts). This newsletter should offer updates on developing technologies for DE and a list of the training opportunities that will be offered in the coming semester on each campus or to all UH faculty.



The sample web page features a header image of a modern office with the text "Online Teaching Support" and "Pedagogical Resources". Below the header, there are five columns of resources, each with a green icon and a title. The resources are: Laulima Support (leaf icon), Literature and Best Practices (book icon), DE Assessments (checkmark icon), Tech Tutorials (laptop icon), and Instructional Design (pencil icon). Each column lists specific resources or training topics. At the bottom, there is a green button labeled "Register for a DE Training Session" and a "Calendar of DE Training" section showing a calendar for April 2019.

Online Teaching Support
Pedagogical Resources

- Laulima Support**
 - Course templates
 - Peer Evaluation Forms
 - Training modules
 - Support request
 - Suggestions for improvement
- Literature and Best Practices**
 - Comprehensive review of academic literature
 - Best practices for online instruction/DE
- DE Assessments**
 - Training for DE assessments
 - Best practices for giving tests and quizzes online
 - Online grading
- Tech Tutorials**
 - Training and help for diverse programs
 - Google classroom
 - Camtasia
 - Zoom
 - Online journal databases
- Instructional Design**
 - Engaging synchronous and asynchronous discussions
 - Teaching written and oral communication skills online
 - Science labs online
 - Math courses online

[Register for a DE Training Session](#)

Calendar of DE Training

APRIL 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13

Sample web page of organized DE teaching resources, and calendar of DE trainings offered across System.

STEP 2: Spring 2020

Our second recommendation is that the system sponsor an annual one- or two-day System-wide meeting of DE experts to gather resources and knowledge for everyone's

collective benefit. In the Spring of 2020, this meeting can include a DE-track at HISSI (Director Hae Okimoto has offered to ask President David Lassner for performance funding to facilitate the participation of 4-year campuses), followed the next day by the proposed session of DE experts, coupled with workshops for faculty. After the spring 2020 initial meeting of DE experts, we suggest that this meeting be decoupled from HISII into a standalone event with specific topics and outcomes defined in subsequent years. This annual System-wide meeting of DE experts should aim to accomplish the following:

- a. Year 1 (Spring 2020): Collect and curate the best resources from DE experts across the system, using the collection amassed in the summer of 2019 as a starting place and curating them as appropriate. The result will guide the amplification and redesign of the website draft built in the Summer of 2019.
- b. Year 2 (Spring 2021) and beyond: Focus and develop resources on specific topics (e.g., fostering discussions online, science labs, adapting to short course formats [15/16 weeks to 5/6 weeks])

STEP 3: Summer 2020

The final step of implementation would be to develop an organized system to incentivize and compensate faculty for completing additional training. Simply providing training without funding does not address some of the structural challenges discouraging already busy faculty from doing the additional work of learning new technologies and techniques and reorganizing their courses for effective online delivery. Without an organized system of incentives (e.g., badges, certificates) that is recognized for academic promotion and without financial compensation in the form of stipends, release time, or other forms of funding, these programs will not generate the needed participation and engagement. We cannot assume that increasing the number while simultaneously improving the quality of online courses can be done without funding. Furthermore, because online courses may represent a significant saving to the systems by requiring fewer facilities, some of this funding should be reallocated from those funds towards this incentive system for faculty training.

Table 1. Links to campus-specific online pedagogical support

Campus	Website
UH System	https://www.hawaii.edu/dl/

Windward Community College	https://windward.hawaii.edu/Online/Design/Faculty_Resources.php
Kapiolani Community College	https://ohana.kapiolani.hawaii.edu/teach/?_ga=2.15433142.1277719176.1554334172-640974788.1554227571
Leeward Community College	http://blogs.leeward.hawaii.edu/iteach/
Kauai Community College	http://kauai.hawaii.edu/Pdf/faculty-staff/faculty-handbook.pdf
Hawaii Community College	https://www.hawaii.hawaii.edu/faculty-staff
Maui College	http://maui.hawaii.edu/faculty-staff/
UH Hilo	https://hilo.hawaii.edu/academics/dl/helpforfaculty.php
UH West Oahu	https://westoahu.hawaii.edu/distancelearning/faculty-info/
UH Mānoa: Center for Language & Technology (College of LLL only)	https://clt.manoa.hawaii.edu/designing-developing-teaching-online-hti-course-resources/
UH Mānoa: Distance Course Design & Consulting (fee-based)	https://dcdc.coe.hawaii.edu//

Conclusions

This PELP project has revealed the unevenness of DE knowledge, training, and support across the UH System. These disparities greatly increases the challenge of addressing faculty needs in the areas of technological tools and instructional design. Given the ongoing trend toward

increasing numbers of both individual courses and entire degree programs online, the System must address these needs in a timely manner. The recommendations proposed above do not constitute a call for a new System office or staff to be funded. Instead, we see these recommendations as constituting a proposed framework to use existing DE expertise across both the System administration and ten campuses and to collectively mine those individuals' expertise and experiences in a more widely accessible manner. These recommendations will certainly not immediately eradicate the problem of poor online teaching or poor course design, but if faculty are able to identify the specific tools they need for the specific problems they face, it will have been worth the effort, time, and funds. The flexibility built into the proposal for an annual meeting of DE experts can, moreover, provide a way to address yet to be identified DE-related problems.

APPENDIX A. Full survey results summary

The full survey results are available at this [link](#).

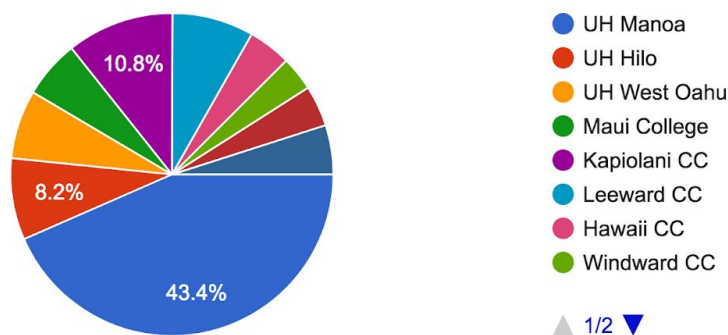
The following provides a more thorough analysis of the data:

Analysis of Results by Question

1. *What campus do you teach the majority of your classes?*

What campus do you teach the majority of your classes?

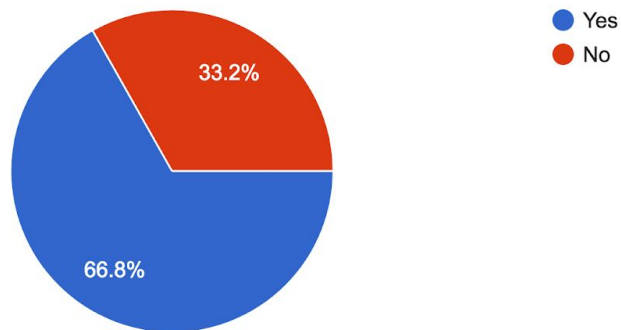
465 responses



2. Have you taught online/distance education courses before?

Have you taught online/distance education courses before?

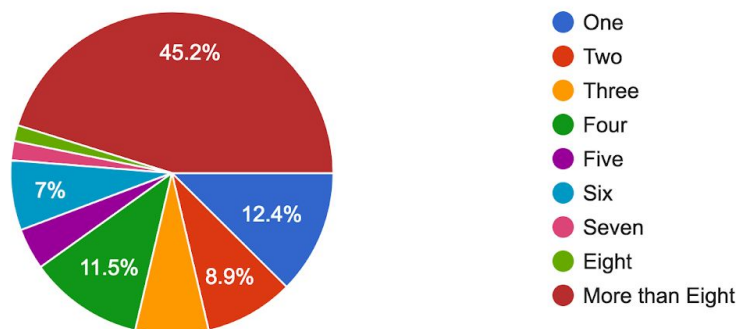
470 responses



3. How many semesters have you taught online?

How many semesters have you taught online?

314 responses



4. What kind of training did you do before teaching a online/distance ed course?

- Orientation to Lualima (131 responses)
- None (89 responses)
- Special course for distance ed. (23 responses)
- Online training (9 responses)
- Misc (see responses. Includes Degree program training, help from departments/TAs)

5. Please briefly describe all the training you have done to teach online courses.

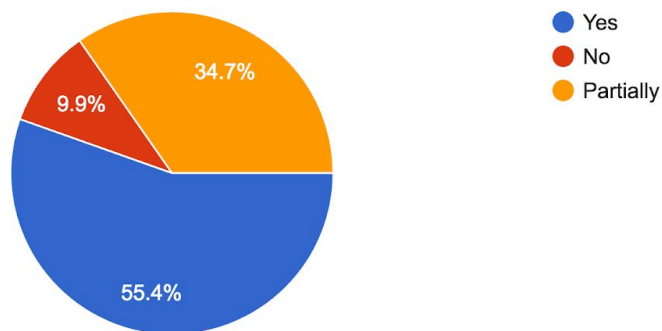
- Orientation to Laulima, Special Course for Distance Education (33 responses)
- Special Course for Distance Ed (23 responses)
- Attended various workshops and self taught
- Kapiolani CC's TOPP program, LCC classes, Manoa summer courses, etc.
- None (9 responses)

There is no clear consensus on what faculty members do to teach online courses.

6. Did you feel adequately prepared to develop and teach an online course?

Did you feel adequately prepared to develop and teach an online course?

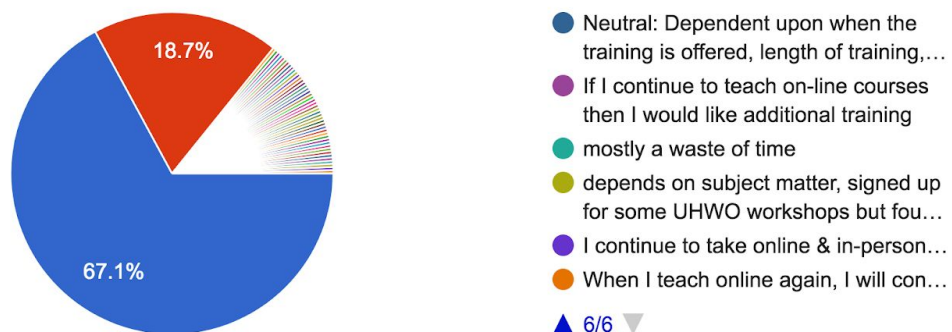
314 responses



7. Would you like to participate in additional training for distance education?

Would you like to participate in additional training for distance education?

310 responses



A large majority expressed an interest in additional training for distance education, even though most of the people surveyed have already been teaching online for more than a year and many for multiple years. Only just under 20% were not interested in additional training. A large number of people added their own responses, most of which indicated that they were interested in training but it depends on what the training is as they already knew quite a bit about online teaching and on the time commitment and/or compensation. This means that with a flexible learning strategy where people can tailor their learning to their specific curricular and technological needs, over 80% of mostly experienced online instructors would take advantage of additional training offered.

8. If you answered yes to the previous questions, please describe what kind of training you would like to receive?

The categories with the most responses were around learning how to use 1) laulima better, 2) getting updates on newer technologies and other programs, and tools, 3) best practices, and 4) finding ways to improve student engagement. Because laulima is the official platform, instructors want to make sure that they are using it to full capacity. Another issue with computer technology is that it is always changing and developing and there is a strong sense that instructors need support to stay on top of these changes and incorporate the best available tools. Instructors also wanted to learn about best practices which is a desire to learn about data driven practices as well as learn from other instructors with more experience and proven success. Finally, many instructor wanted to find ways to improve student engagement. They felt there was a difference between online and in person in terms of student engagement and wanted to improve these. Related to this was a request to learn more about how to better design courses and create more student collaboration and community.

Another area of interest centered around how to structure these training. A group wanted some kind of standardization at the system level, especially for first time instructors. Others wanted online training where they could work on their own schedule on a variety of topics as needed while others wanted more hands-on, in person training. Others wanted to learn how to structure their online course to improve their efficiency and spend less time on them whereas other wanted discipline specific training and financial and or release time for training. One take away from all of these requests is that there is broad consensus that more training is needed but individual needs of instructors is hugely variable depending on their technological skills, time teaching online courses, discipline specific needs, and previous training. One challenge will be to develop additional training that meets these diverse needs.

9. What software programs do you currently use to support your online courses?

The most widely used program by a significant margin is laulima. 93% of instructors teaching online are using it. This is compared with around 10% that are using Canvas or another LMS. It seems that improving laulima and how it is used will be the most beneficial for online instruction. The next most used in order were Zoom (40%), Online Journal Databases (25%), Acrobat Pro (23%), Publisher produced materials (20%), Camtasia (15%), Google classroom (13%), and Turnitin (13%). One focus might be to train people and provide system wide access to these programs because they are fairly widely used. For example, most community college have very little access to online journal databases and I know of instructors that have bought their own licenses for some of these programs in order to effectively prepare online course materials.

10. What software programs would you like to learn more about or have access to?

Google classroom

11. What kind of programs and or resources do you feel like you need to improve your distance education course?

- general training on UH DE policies
- standardized proctoring sites
- ways to better connect/interact with student
- ADA compliance assistance
- Student preparation so they know what DE courses entail.
- Access to ProctorU, Camtasia, Adobe Acrobat Pro, and Google Classroom

12. Is there anything else you would like to add to the survey about online teaching in the UH System?

- UH needs DE to remain relevant, as a system we are FAR behind
- VP of DE for system
- Increase the quality of DE
- Prep time for a DE class takes more time than FtoF and faculty should be TE compensated
- System-consistent resources
- Not all classes are alike, so we shouldn't expect all DE classes to be taught the same.

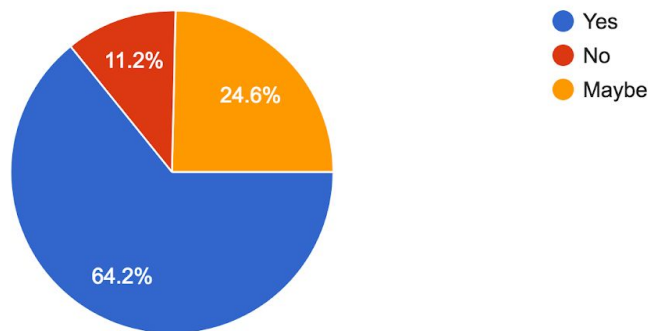
- More Faculty would teach DE if there were formalized training
- The overall DE program should be assessed annually

13. Why haven't you taught online courses?

14. Are you interested in teaching online courses?

Are you interested in teaching online courses?

349 responses



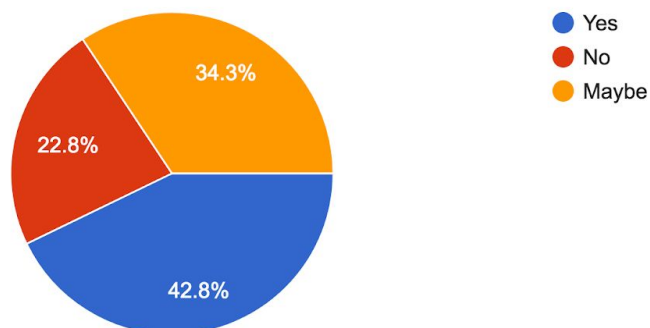
15. Is there anything else you would like to add about online teaching in the UH System?

5 Week Course

16. Are you willing to teach a 5 week online course?

Are you willing to teach a 5 week online course?

460 responses



17. What are the benefits to teaching a 5 week online course?

1. Intensive focus beneficial to students' attention (80)
2. Better completion of degree / speed of completion of class or degree (75)
3. Flexibility / convenience beneficial to students (53)
4. Good only for a certain kind of student with a certain kind of schedule (37)
5. Beneficial to instructor (DE experience, teaching flexibility, easier to separate teaching and research) (24)
6. Beneficial to institution (enrollment, \$, etc...) (23)
7. Benefits based on assumption that 5 weeks will cover less content (19)
8. Other (51)

18. What problems do anticipate with condensing your courses into 5 weeks?

1. Too short to comprehend, learn, and apply all of the content; learning retention (189)
2. Not all students equipped to succeed (67)
3. Instructional duties too onerous when compared to face-to-face teaching (54)
4. Students not committing to only one course at a time (27)
5. Scheduling/Financial aid out of line with other courses (12)
6. Unable to accomodate misc. obstacles (financial aid, registration, tech issues, personal) (12)
7. Other (51)

Analysis of Results by Campus

UH Manoa

There were a total of 202 responses from UH Manoa faculty. Of those, 123 indicated that they have taught online, while 79 had not. There was considerable experience among the former group; when asked how many semesters they had taught online, 24 said 1, 17 said 2, 10 said 3, 18 said 4, 9 said 5, 10 said 6, 3 said 7, 1 said 8, and 31 (the largest group) had taught more than 8 semesters.

Two questions about training received before faculty began teaching online and about the training they had received at any point to date, elicited a bimodal set of responses. Of the

123 who have taught online, 48 wrote that they had received no training whatsoever before doing so for the first time. An additional 41 respondents only received an orientation to Laulima. The remaining 34 listed help from colleagues and various online trainings most often. A small number enthusiastically promoted the College of Education's Jumpstart program or other online instruction courses. College-specific offerings from CTAHR and LLL were noted, as were workshops from the Center for Teaching Excellence and Center for Instructional Support. Faculty have also taken advantage of training in Blackboard Collaborate, Zoom, Quality Matters, and instructional design services available to a few. Some wrote of experience teaching online at other universities, and seeking colleagues' and students' feedback on their online courses to improve subsequent offerings. When asked whether they felt prepared to teach online, 55 said yes, 48 said partially, and 20 said no.

84 respondents said they would like additional training, while 15 said it would depend on what kind of training was offered, and 23 said no. Faculty are interested in a variety of pedagogical support and training for distance education in, for example, how to create a rich learning environment, student engagement, best practices in distance education, alternatives to Laulima, instructional design principles, and how to facilitate online discussions.

Manoa faculty are using a variety of software in their online instruction, though Laulima is far and away the most common tool. Other software being employed includes Zoom, WordPress, Camtasia, Google Classroom, Canvas, Adobe Acrobat Pro, and Turnitin. Their overwhelming response when asked what other software they would like was an alternative to Laulima (Canvas was frequently mentioned as superior for DE). Online pedagogical support and design services, IT support, tools to record lectures and videos, and course templates were also repeatedly requested.

Of those who have not taught online, the most common reasons given for why they had not done so were that it was too much work to design online courses, there was not enough support, their courses would not function well in an online environment, or they had not been asked to teach online.

The final set of questions concerned the 5-week classes. When asked if they would be willing to teach a 5-week online course, 72 said yes, 84 said maybe, and 40 said no. Though speculative (most had not heard of the program, let alone participated in it), some indicated that potential benefits would be students' ability to be more focused if they did just one course at a time, and the course would be more intensive (which could work for some, but not all, kinds of classes), as well as the convenience of getting through a course so quickly. But they listed many potential problems with the format too: students need time to absorb new information and ideas, it may be hard to accomplish alongside one's regular teaching obligations, we have no release time for course prep, there isn't enough time to cover 15 weeks of material in just 5, it would be easy to lose students if they missed a week of the class, there would be no time for projects, the curriculum would have to be extremely dense, it would be very difficult to hold labs, and there would not be enough time for repetition and scaffolded learning.

Overall, there is a great deal of interest in teaching online, but fairly widespread frustration about the lack of powerful alternatives to Laulima, learning design and instructional technologies support, training, and good tools for specific functions (e.g., recording lectures). Clearly there are pockets of excellent pedagogical support, but they are not widely available or

known. Faculty do see the benefits of distance education, especially in an island state, and seem to be hungry for the resources to learn how to do it well.

UH West Oahu

Forty-eight faculty or staff from UH West Oahu responded to the survey. Of these, twenty-seven had taught online and only five had taught fewer than four semesters. Nine had not received any training before they first taught online, and most of the rest received an orientation to Laulima and online training or other equivalent workshops. Three respondents did not feel prepared to teach online, and sixteen others only felt partially prepared. Thirty-four of the respondents were interested in additional training in topics such as student engagement, consistency across online courses, UH policies and procedures, Quality Matters, accessibility, and various tools. In addition to using Laulima, the respondents also use publisher provided content, other LMSes, Camtasia, ProctorU, and other programs. They requested access to google classroom turnitin and more integration within Laulima of its tools (e.g., gradbook and calendar). Respondents also added that teaching well online is more work and admin should recognize this and several expressed concern about the quality of education that students receive online.

Respondents were divided on their willingness to teach a 5-week course, with 20 willing, 15 may be willing, and 13 not willing. The benefits they predicted included time to degree for students, focus for students, accessibility for working adults, and flexibility for instructors. The problems they anticipate mirrors that range expressed in the systemwide responses: problems with grading and faculty overwork, inability to cover all content, unforgiving if student gets behind, students inability to process and retain in that amount of time, students who do not yet have the study skills, to hard to combine with regular 16-week courses, etc... Overall, comments demonstrate strong opposition from those against the 5-week courses.

UH Hilo

Thirty-seven faculty members from UH Hilo responded to the survey and most were experienced online instructors with eleven faculty reporting that they had taught more than eight classes. Most had taken some online training with many reporting that training was self-taught. About half reported that they would like to participate in additional training opportunities with a handful mentioning interest in receiving compensation for further professional development of their courses. Laulima was also used by most of the respondents along with Adobe Acrobat Pro, Canvas, Zoom, Turnitin.com, ProctorU, and Google Classrooms. Most also seemed interested in teaching 5-week courses although they were concerned with both the preparation it will take to create these courses and student preparedness to succeed in this accelerated format.

Maui College

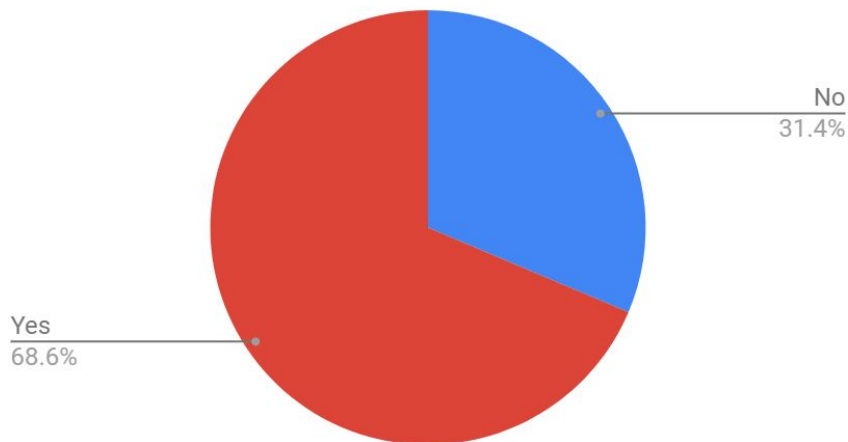
Twenty-six faculty members responded from Maui College and over half of the respondents reported that they had taught more than eight online courses. Most had taken some orientation to Laulima courses and while all reported that they were partially, it not adequately prepared to teach online, most were interested in additional training opportunities.

There was a consistent usage of Laulima with faculty also utilizing Zoom, Turnitin.com, Canvas, Google Classrooms, and other online programs. A number of faculty reported a greater need for online training for students to prepare them better for online courses and shared similar concerns about student performance in the 5-week courses as the condensed nature of the course could be overwhelming for students.

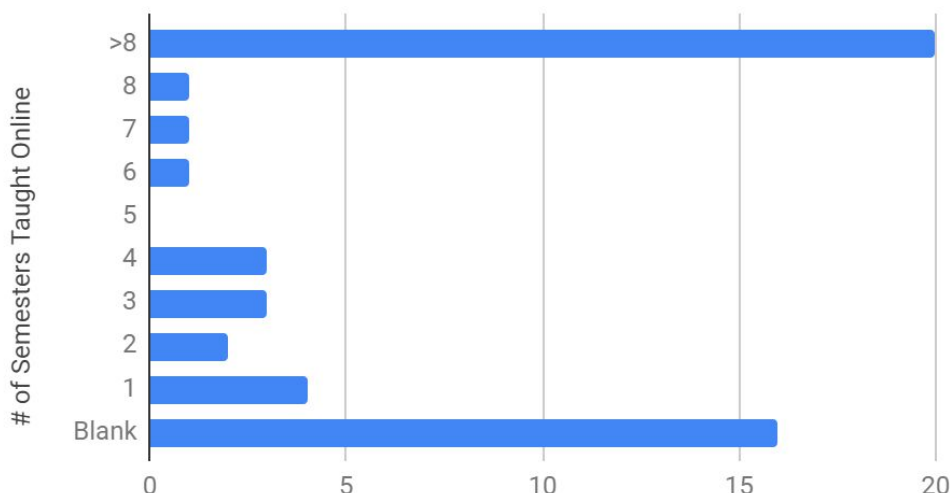
Kapiolani CC

Fifty-one Kapi'olani CC faculty members responded to the survey and the results are presented below. The majority of the respondents, 68.6%, had taught DE classes before with most teaching 8 or more semesters. Most had not received any training, followed by faculty members who had enrolled in the Teaching Online Prep Program (TOPP). Many would like additional professional development opportunities organized at the campus and system level. Faculty responses are mixed regarding teaching the 5-week courses with faculty concerned about student preparedness and being able to condense course information into the shortened time frame.

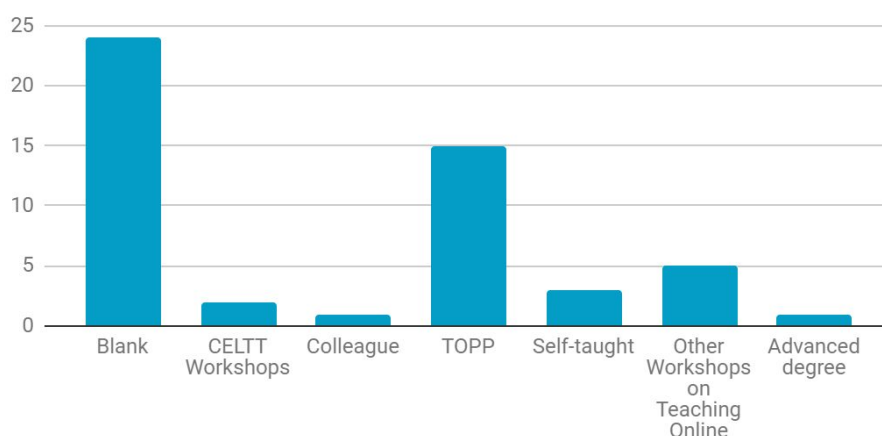
Have you taught online/DE courses before?



of Semesters Taught Online



Please briefly describe all the training you have done to teach online courses.



Hawaii Community College

Twenty faculty or staff from Hawaii Community College responded to the survey. Of these, twelve had taught online and ten of these had taught for four semesters or more. Before they taught their first course, two had not received any training, and of those who had most had received an orientation to Lulima and 6 (50%) had taken a special online course training them to teach it. Most also continued to attend trainings and/or to self-teach. Only one respondent did not feel prepared to teach online, although four others only felt partially prepared. Eight of the respondents were interested in additional training in topics such as student engagement and faculty efficiency/time management. In addition to using Lulima, the respondents also use publisher provided content, other LMSes, google classroom, ProctorU, Turnitin, Google sites,

and other programs. They requested access to Camtasia, Adobe Acrobat Pro, Zoom, Canvas, google classrooms, and more online academic journals. One respondent requested a “clearinghouse of current UH offerings system-wide and accessible as live or recorded webcasts, podcasts or training modules,” while others listed a variety of requests (Hawaiian language keyboards in testing center, time, etc...). Those who have not taught online are mostly interested (12 out of 14) but have not because they have not had the opportunity to do so or because their content would not translate well. Respondents also added that they have concerns about the pressure to use OER materials, about a lack of integration between LMS and other campus tools (Banner, MySuccess, STAR), the lack of mandatory training, and “Evaluating national norms for online classes and the unit values attached to them” (*not exactly sure what this one means*).

Respondents were divided on their willingness to teach a 5-week course, with 7 willing, 5 maybe willing, and 7 not willing. The benefits they predicted included time to degree for students, focus for students, and flexibility for instructors. The problems they anticipate mirrors that range expressed in the systemwide responses: inability to cover all content, unforgiving if a student gets behind, students who do not yet have the study skills, to hard to combine with regular 16-week courses, etc.

Leeward CC & Honolulu CC

The two campuses had very similar responses, so I combined them here. HonCC had 24 responses, 11 of which taught DE previously. LeeCC had 38 responses with 34 having taught DE previously. Most of the training had to do with self orientation to Laulima and some one-on-one discussions with our media specialist to create videos. This is the one area that LeeCC differed from HonCC, in that that most of their faculty had some sort of formalized online-training to do DE. Those who haven’t taught would like to, but are skeptical of the resources available and the requirements to be certified to teach DE. Though the faculty felt mostly prepared to teach, they’d like additional training. The main focus of the requests were for updates on current technology/tools and ways to have better student interaction. The integrity of exams were a paramount comment. Most of the faculty use Laulima, some using things like Canvas and Zoom. The majority of the request came with the ability to use Zoom and Google classrooms more. Training should also be done for everyone on Laulima, to better utilize it as well. The resources of Zoom and Google classroom may already be available, but unknown in Laulima.

There is much hesitation on the 5-week courses. Questions about teaching quality and integrity came up. Also, concerns that many courses (reading/writing) just need time to digest and read the material. Other courses like Anatomy & Physiology will need stringent pre-reqs to ensure students are prepared for the acceleration. Further, Faculty are concerned about the time needed to read such assignments and grade everything properly. They agree that this benefits students, but are worried that the UH administration is not ready for it (registration, financial aid, counseling, etc.).

Windward CC

There were only 16 responses from Windward CC. Two had not taught online and two had only taught one semester but majority had taught for three or more semesters and six had taught more than 8 semesters. Four (25%) of these received no training before teaching online and the other 10 received at least an orientation to laulima as well as other training. This seems to indicate that training is available but not mandatory. Descriptions of this training and the amount of training received were also hugely variable. Windward CC instructors received training at convocation, at the KapCC TOPP program, Leeward Programs, CLT programs, and national trainings. From this, about 25% felt unprepared to teach online, 25% felt partially prepared and about 50% felt prepared. All except for two of the respondents would like additional in additional training but there was little consensus around the kind of trainings, the diversity of responses at WCC were similar to the overall diversity of responses. Almost everyone at WCC used a variety of programs with laulima being the most used.

The last thing that is perhaps unique about Windward is that in the two questions where Instructors could provide any additional feedback there were some longer responses that indicated significant questioning about the quality of education provided by online courses and the amount of time it takes to deliver quality content online. They questioned the wisdom of trying to compete with for-profit institutions and the equivalence of online and face to face courses. Many of these responses came from experienced online instructors who have been doing this for years.

Kauai CC

Kauai CC has 19 responses but of those, 9 had not taught online courses. Of the 10 that have taught, most have taught for more than three years. Only two out of ten didn't receive any training before starting. Also similar to WCC about half felt prepared, while 40% were partially prepared and 10% felt unprepared to teach online. About 80% would like additional training, similar to the rates for the UH System as a whole.

Those who are not teaching online are not teaching online for two reasons, either they haven't been asked or they feel their specific subject matter doesn't translate well to an online format. Overall, the data from both WinCC and KauaiCC doesn't look that different from the system as a whole , except perhaps that in most cases they are taking training courses from other campuses instead of their own.

APPENDIX B. Links to campus-specific online pedagogical support:

A list of existing UH websites

UH System <https://www.hawaii.edu/dl/>

WCC https://windward.hawaii.edu/Online/Design/Faculty_Resources.php

KapCC

https://ohana.kapiolani.hawaii.edu/teach/?_ga=2.15433142.1277719176.1554334172-640974788.1554227571

LCC <http://blogs.leeward.hawaii.edu/iteach/>

HonCC <https://programs.honolulu.hawaii.edu/intranet/node/550>

KauaiCC PDF (handbook with links) <http://kauai.hawaii.edu/faculty-staff>

HawaiiCC (not much) <https://www.hawaii.hawaii.edu/faculty-staff>

Maui College (scattered in a few places) <http://maui.hawaii.edu/faculty-staff/>

UH Hilo <https://hilo.hawaii.edu/academics/dl/helpforfaculty.php>

UHWO <https://westoahu.hawaii.edu/distancelearning/faculty-info/>

UH Manoa CLT

<https://clt.manoa.hawaii.edu/designing-developing-teaching-online-hti-course-resources/>