BREAKING THE MOLD:

TRANSFORMING

FACULTY WORKSHOPS THROUGH CUSTOMIZED LEARNING SPACES
ABOUT ME

CHAPEL COWDEN
Health & Science Librarian
UC Foundation Associate Professor
Adjunct Professor in the Honors College
University of Tennessee at Chattanooga
Pronouns: she/her
CONTENTS

01 Goals
02 Inspirations
03 Designs
04 Future Plans
Goals

What is the project about & how will it be realized?
After talking with faculty and attending a fellowship through my university’s center for teaching and learning, I was inspired to create a learning space within the university’s course management system (CMS) to provide both diverse content and, potentially, ways to interact with others if desired.

After seeing both in-person and synchronous online faculty workshop attendance at UTC decline post-Covid, I felt the need to explore a new modality. I knew that faculty wanted & needed the content, but often struggled to fit a live session into already packed schedules.
Informal chats with faculty about preferences for workshop delivery were conducted.

Outcomes for the workshops both as a whole and as individual courses were written.

The most challenging part of the process was determining what content to include—to transform concepts from a synchronous to an asynchronous environ.

Design inspirations were explored to create the space.

Tasks

Several preliminary tasks were required to meet the goal of creating an online course space for faculty workshops.

Meet with Faculty

Write Objectives

Determine Content

Create the Space
What were the inspirations for the design?
In my role as an adjunct professor in our university Honors College, I was accepted into a faculty fellowship program for the development of a new course I was planning.

I was inspired by the delivery of the fellowship content—all online modules in our university course management system (CMS). We would choose one module per week, engage with the content, and provide a recorded “chat” about our learning. We would also comment on the chats of others through discussion board postings.
Each module had a clearly stated focus and included a variety of topics, allowing participants to select the topics they found most interesting.

Once you selected a topic, there were often multiple ways to engage with the content. Videos, text, links, podcasts and more would often populate a single topic. Most topics would end with a request for the participant to reflect upon a common theme within the topic.
The typical Canvas course space is built with modules (as pictured at left). Each module expands into a dropdown that can include content, assignment links, documents, etc.

This model is what our students are used to so it makes sense to continue to use the typical install for them, but faculty often find it limiting and challenging to navigate. Because I had attended the faculty fellowship program I knew there was a better way to design spaces and content.
The first element designed was the homepage (pictured). In a typical Canvas course page you might see modules, or dropdown boxes with text content. I opted to build with visual content instead, utilizing tables and linked images. From here, faculty can choose which workshop they would like to view. When finished, we should have around 15 workshops.
Measuring & Maximizing Research Impact

Workshop Objectives & Flow

Measuring and Maximizing Research Impact is designed to: 1) provide an overview of bibliometrics, or how to measure research impact, and 2) to provide helpful tips for maximizing exposure to your research. For the complete “workshop” experience, you can visit each topic in order but you can also simply visit the topics of most interest to learn more.

Estimated time to complete content:

Introduction
The History of Bibliometrics
Journal Level Impact
Article Level Impact
Book Impact
EndNote’s Manuscript Matcher
Pictured is a portion of one of the topic pages. Faculty can easily scan through the headings and review the material that is relevant to them. Content includes video, links, and narrative explanations. At the end of each topic is a link back to the workshop (module) homepage (see below).

Impact Factor

The most well-known journal metric is the impact factor. The UTC Library subscribes to Journal Citation Reports, where impact factors can be located. Watch this video for a short introduction to the impact factor.

h-Index

Google has several research metrics and the h-index is comparable to the impact factor. Google provides a very brief description of each of its journal-related metrics here.

Other Considerations

Journal Acceptance Rates

In some disciplines, journal acceptance rates are very important when choosing where to publish. Lower acceptance rates are generally equated with higher prestige. However, these rates can be notoriously hard to locate and the method of determining the rate can be variable. The number of people associated with a given research area can influence these rates as well. For example, a journal covering a very narrow topic may only have a small number of experts associated with the topic who are writing papers on the work. Though the acceptance rate will likely be high (with a narrow field of contributors), this does not indicate the quality of the journal.

For more information on journal acceptance rates and how to locate them, visit this page from the University of Michigan. UTC has a subscription to Cabells, which may have some data on acceptance rates for individual journals (see the "submissions" tab on individual records).
What does the future look like for our workshop space?
Creating content has taken longer than expected. We still need to deploy the content. We plan to roll out the first workshop in Fall 2024.

After the first semester of deployment we will need to assess to determine adjustments.

We hope to encourage discussion via discussion board modules built into each workshop.

We intend to build additional content while our first workshop is live and adjust as we go.
One element I have not wrapped my head around yet is how to create meaningful engagement via discussion with faculty who have completed workshop material. In my fellowship we created and posted videos and commented on each others’ insights. However, we were required to complete this work as part of the fellowship. Any ideas for increasing engagement that you have are welcome!
Have you done a similar project? I would love to hear more about it in the comments. Have suggestions or thoughts about what I’ve presented? I’d love to hear from you too!
I’d love to hear more from you after the end of the poster presentation timeframe too!

Chapel-Cowden@utc.edu
THIS PRESENTATION TEMPLATE IS FREE FOR EVERYONE TO USE THANKS TO THE FOLLOWING:

SlidesCarnival for the presentation template
Pexels and Pixabay for the photos

Happy Designing!