

Professional Development Needs of Swine Science Distance Education Instructors

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Introduction

- * Increase in distance education in recent years
- * Increase of college enrollment 2000-2010
- * USPCE
 - * Swine Science Online
 - * Professional Swine Manager
 - * Needs Assessment

Purpose

- * What are the specific needs of instructors relative to distance education in SSO and PSM?
- * What specific professional development activities do instructors in these programs want and how do they want them to be conducted?

Purpose

- * Are students able to obtain the instructors' desired outcomes in distance education?
- * Are instructors proficient at the content management systems that they are currently using?
- * Are instructors proficient with the current tools they are using in their courses?
- * Do SSO and PSM instructors see any barriers that could be overcome through professional development?

Methodology

Qualitative Interview

- * Phenomenological study
- * Research team-developed questions
- * Purposeful Sample of 8

Quantitative Survey

- * Interview Themes
- * Descriptive Survey
- * Census of 25 instructors
- * Likert-scale questions
- * 84% Response Rate

Professional Development

Statements	Strongly Disagree ^s	Disagree	Neutral	Agree	Strongly Agree
I want to learn techniques and strategies to increase student interaction	0 (0%)	0 (0%)	2 (10%)	8 (38%)	11 (52%)
I want to have a hands-on training session using the tools we will be learning about	0 (0%)	0 (0%)	2 (10%)	11 (52%)	8 (38%)
I want to brainstorm with other instructors on what strategies and techniques work best in teaching online courses	0 (0%)	0 (0%)	3 (14%)	10 (48%)	8 (38%)
I want to be presented research-based data on what online teaching techniques have worked best	0 (0%)	0 (0%)	2 (10%)	13 (62%)	6 (29%)

Achievement of Student Outcomes

Statements	Strongly Disagree ^t	Disagree	Neutral	Agree	Strongly Agree
I find it hard to teach hands-on topics	1 (5%)	4 (19%)	4 (19%)	9 (43%)	3 (14%)
Students are able to comprehend the concepts in my online course(s) equally as well as they would in a traditional classroom	0 (0%)	7 (33%)	9 (43%)	5 (24%)	0 (0%)
My students' online discussions are better than discussions in a traditional classroom	0 (0%)	7 (33%)	11 (52%)	2 (10%)	1 (5%)
I feel there is no difference in the outcomes I want to achieve between an online class and a traditional classroom	0 (0%)	6 (29%)	8 (38%)	5 (24%)	2 (10%)

Proficiency of Tools Used

Tool	N (%)	Proficiency N ^x (%) ^w			
		Novice	Intermediate	Advanced	Expert
Emails	21 (100%)	0 (0%)	7 (35%)	9 (45%)	4 (20%)
Web Links	17 (81%)	1 (6%)	8 (50%)	6 (38%)	1 (6%)
Grade Reports for Students	15 (71%)	2 (13%)	10 (67%)	3 (20%)	0 (0%)
Online Discussions	13 (62%)	1 (8%)	9 (69%)	3 (23%)	0 (0%)
Online Audio Lectures	13 (62%)	3 (23%)	8 (62%)	1 (8%)	1 (8%)
Online Exams	13 (62%)	1 (7%)	6 (43%)	6 (43%)	1 (7%)
Other	28	6 (17%)	19 (54%)	6 (17%)	4 (11%)

Proficiency of CMS Used

CMS	N (%)	Proficiency ^z N(%) ^y			
		Novice	Intermediate	Advanced	Expert
Blackboard	11 (52%)	3 (30%)	6 (60%)	1 (10%)	0 (0%)
Moodle	8 (38%)	3 (33%)	5 (56%)	1 (11%)	0 (0%)
Scholar	2 (10%)	2 (50%)	2 (50%)	0 (0%)	0 (0%)
Other	8	11 (65%)	2 (12%)	3 (18%)	1 (6%)

Barriers in Distance Education

Barrier	N	Significance N ^v (%) ^u		
		Slightly Significant	Moderately Significant	Highly Significant
Time	20 (95%)	3 (15%)	3 (15%)	14 (70%)
Lack of hands-on Interactions	16 (76%)	2 (13%)	9 (56%)	5 (31%)
Lack of Instructor Experience	16 (76%)	7 (44%)	4 (25%)	5 (31%)
Lack of face-to-face Interaction	15 (71%)	5 (33%)	7 (47%)	3 (20%)
Lack of Immediate Feedback from Students	11 (52%)	7 (58%)	4 (33%)	1 (8%)
Other	20	3 (16%)	14 (74%)	2 (11%)

Summary

- * Increased student interaction
- * Potential for increased proficiency of tools
- * Instructors time management and lack of hands-on experience

Recommendations

- * Made to the USPCE
- * Online strategies that are research based
- * Time management
- * Promoting interaction between students and instructors

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