**WorkforceGPS**

**Transcript of Webinar**

**Make Industry Experts into Expert Instructors to Increase Student Success**

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JONATHAN VEHLOW: Welcome to make industry experts into expert instructors to increase student success. So without further ado, I'd like to turn things over to our moderator today, Cheryl Martin, TAACCCT program manager, Division of Strategic Investments, Employment and Training Administration, U.S. Department of Labor. Cheryl?

CHERYL MARTIN: Thanks, Jon. And welcome and thank you all for joining us. I see a number of folks that look familiar and some new folks as well. So we're excited. We're excited today, and we're excited because we're kicking off this series of webinars that we want to share some of what community colleges around the country learned from or developed under TAACCCT grants.

You don't have to even really know what those are. If you are not familiar with TAACCCT grants, these were capacity building grants given out in 2011 to 2014 by DOL in partnership with the Department of Ed. But all you have to really know is that you're interested in this topic today, and the rest of that will come into play.

Because these grants were done in partnership with Department of Ed, we have Erin Berg here today with us from the Department of Ed as co-moderator for this webinar. Welcome, Erin. I know you have a few words to share with us as well.

ERIN BERG: Thank you, Cheryl. Good afternoon, everyone, and thank you so much for joining us today. As Cheryl said, my name is Erin Berg. I'm with the U.S. Department of Education's Office of Career, Technical, and Adult Education, and it's my pleasure and my job there to serve as a liaison to all the community colleges in the United States. And since the inception of the TAACCCT program, the departments have worked together, as Cheryl mentioned, to support applicants, grantees, and now through SkillsCommons.org the greater workforce development community.

I hear a lot from community colleges, and I'm always interested to hear what their great successes are, what's working, what's innovative. But I'm also usually contacted when there are questions about what sort of resources might be available for colleges facing challenges, are looking to improve and update their curriculum and instruction. SkillsCommons.org is one of the many valuable resources that I recommend for colleges, particularly in the workforce development space.

Today's webinar is addressing one of those challenges in particular that I often hear about, which is finding qualified instructors. Now, just recruiting industry experts to future career and technical education programs is often one of the biggest hurdles that you'll face in your role supporting workforce training and CTE. But what happens when you get those people on board? What professional development is able to help instructors gain or refine those essential teaching skills? (Inaudible) – in the field is crucial but so is the ability to convey the knowledge and to support student learning.

So today we'll hear about some incredible resources for helping industry experts become expert instructors available in the TAACCCT repository. Now, Cheryl and other presenters will tell you more about SkillsCommons and what that has to offer, but just wanted to say that we at Ed are so excited to be a part of this webinar series and to be supportive of TAACCCT and looking forward to I think at least four or five more options – opportunities in the next few months to learn about the best resources that SkillsCommons has to offer. So thank you to my colleagues at the Department of Labor and to our excellent presenters from Cal State University's MERLOT system who are the hosts of SkillsCommons.org for partnering with us and hosting us today. Thanks.

MS. MARTIN: Thank you, Erin. So we want to keep this moving so we can get to the rich content that we've got today. Just to say briefly what this webinar is about because you read the description. So we're going to hear about this IE2EI model, which we're excited about. And that's the primary purpose of this. The secondary purpose of this is to introduce you to the repository of resources that this IE2EI training is a part of, and that is called SkillsCommons.

And that's what that OER question was at the beginning. So we'll answer that question for you in a minute. But first, I just wanted to reiterate that this is part of a series. This is the first in the series, and there's a number of other very different topics that we're going to be sharing with you over the next month, as Erin said.

And so we're excited about that. For more information you can see that – you can register for the March 14th one right now by clicking on that link scaling career pathways in Wisconsin. And as the other ones become available for registering, you will find links to those on this Innovations Leading to Career Success webinar series link there at the bottom.

So let's go back to that poll question about do you use OER at your organization. Just take a really quick look at that. Looks like a number of you – we've got about third, one-third and a little bit more than that. A number of people are using open educational resources a lot. Some of you are starting to explore them, and some of you are like, what the heck is that, which is where I was a few years ago. So we're going to be explaining the answer to that question in a moment and why you should care about that and why this resource that you're hearing about today is part of that.

OK. And then this question is another polling question that I'm just going to ask you to put your answer into the chat box throughout the whole session today. So this gets back to this business about training – preparing your industry experts as instructors. So what are some of the challenges that you face when you're training industry experts as instructors? And so if you have any thoughts about that, put it in the Q&A. If you have any questions about what Brenda and Rick say as they're going along, put it into the Q&A, and we will address them to the extent that we're able.

I am now going to turn it over to Rick Lumadue, who is with the – he's a senior program manager for the SkillsCommons.org website, which is run by Cal State MERLOT, and to the other presenter, Brenda Perea, who is the person who developed this IE2EI training. So, Rick and Brenda, take it away, please.

RICK LUMADUE: Hello, everyone. Welcome to this webinar, and I'm really excited to be able to have Brenda be sharing this presentation with you. As a way of introduction, we just wanted to just let you know about SkillsCommons.org, which is the online library for the TAACCCT deliverables, as Cheryl has mentioned, that the grant projects are uploading to, and this is the final year of the grant. Round four is uploading their materials that they have created, and so as a result of the Department of Labor's investment and community colleges and in workforce development training, SkillsCommons repository is the world's largest OER project.

And what is OER? Well, OER are freely accessible and openly licensed documents and media that anyone can use for teaching, learning, as well as assessing and doing research, and it also is the leading trend in distance education today. And so as a result, SkillsCommons.org is your free repository, your free online library.

You don't have to have a user account to download, to look at, and to use and reuse the materials. And so just to let you know, once the grant is over at the end of this year in December, the grant funding ends with the Department of Labor, SkillsCommons will remain opened and will be available for you to continue to download and reuse the material that are in there – in the repository as grant projects have put those materials there.

And so the bulk of the material, the focus of the grant was for workforce training, and so major industries are – were funded in the areas of manufacturing, healthcare, IT, and energy. And so many grant projects, as well as other individuals, are beginning to use and reuse the materials that are in SkillsCommons and even making some of those projects over and rebranding them and reusing them in their institution as though they have their own institution license on them and things like that.

And all this is because of the CC BY requirement for all the materials that were created in SkillsCommons. And the CC BY license is an attribution license, but because it's a CC BY, that means anybody can reuse it. So when it's reused, it goes to an attribution license to the original creator of the document. OK. So we hope you'll, after this webinar, take a tour of SkillsCommons.org and have a look around and see what you might be interested in in your area of interest and workforce training.

And the goals of SkillsCommons.org obviously are to capture and preserve the material that these grant projects have developed over the years of their funding, and so just to give you kind of an idea, over 700 colleges and technical institutions were funded through the TAACCCT program.

And so that's what our goal is initially is to capture and get all that material in and to help the grantees get their materials uploaded and provide them the support that they need. Our second goal is to enable discovery for folks who want to come in and reuse the material, learn about the content, and so we're working on strategies to help people to reuse those and accelerate and expand their workforce development program.

And finally, which brings us to this last point and where we're at right now with Brenda going to present, is a result of one of the communities that are part of the SkillsCommons communities, and that is to build sustainable communities of practice where folks can come together around a common interest and a common industry sector and begin to work on things at a national level, a local level as well.

And so we are really excited about that, and as a result of that, one of these communities already developed this instructor expert or industry expert to become an expert instructor. And this is exciting, as Brenda has kind of birthed this project and this course and has really seen it mature and grow as a result of so much of the input from the community through SkillsCommons and others in – around the country that have participated and provided feedback and help to make it an excellent course. And I think you're going to see that today.

But with no further ado, Brenda, I'm going to turn it over to you and really look forward to your presentation.

BRENDA PEREA: Oh, thank you, Rick. I really appreciate that. I wanted to welcome everybody, and I'm glad to be with you today. As fair warning, I talk super fast. So please let me know if I need to repeat any information by throwing something in the chat saying, can you slow down a bit? I don't know – I don't understand what you're saying. I will not be offended at all if I actually have to repeat information.

So if we talk about our industry expert to expert instructor series of modules, I wanted to let Rick – I wanted to thank Rick for saying this was my baby. Well, it was a baby of many of us. We had people throughout the United States ranging from community colleges to four-year institutions who helped actually develop the product. As we actually start looking at it, the industry expert to expert instructor faculty development modules began with the challenges faced by many of the industry experts we hired under the TAACCCT grants.

We hired industry experts in the fields of energy, advanced manufacturing, IT, and healthcare. Their skillsets ranged from wind turbine production and repair to mining and extraction, oil and gas production, machining, composite testing and repair, networking, hardware and software development, CNAs, lab technicians, and so on. And while the new faculty were experts in their field, they had no experience in training or even teaching others their skillsets, and we were hiring them for their skillsets. We needed that kind of information transfer to our incumbent workers, as well as our students.

Many of our new faculty were just given a textbook and told to cover the material for the semester. By the end of the semester or quarter, several of our faculty were frustrated that they and their students had only progressed through 17 of 34 chapters in the textbook. This was common. Many were considering giving up and returning to industry because it was a much easier job doing what they knew and doing what they knew well rather than teaching 30 to 35 students through three periods their skillsets.

We ended up finding out that many of their frustrations stemmed from being asked to create assignments and assessments but were never given the tools needed to perform the task. Many of our instructors just relied on the publisher developed content. And you might ask yourself, what's wrong with that? Publisher content, it's obviously been vetted somehow.

Well, we didn't actually hire the publishers to teach our incumbent workers and students. We hired the industry experts to impart their wisdom, industry knowledge, and related skills. And if we were expecting that type of quality inside our classrooms, we needed to actually give them the tools to be successful in their new profession as they were successful in their old profession.

So in 2013 we launched a mentoring program to pair instructional designers with industry experts for one semester to identify strengths, weaknesses in the industry experts teaching toolbox. We knew that these instructors needed guidance in course – in classroom management, assessments, grading, and so we built just in kind training, workshops, webinars, lesson plans, assignments, assessments, and multi-media activities. We then turned all that into a faculty development course. We then uploaded that initial course into the SkillsCommons so that anybody in a TAACCCT grant could actually use the faculty development that we had developed.

Once that was completed we had the opportunity to have others in the SkillsCommons community review the course, suggest revisions, offer up new topics which were needing to be developed. This group then formed the industry experts to expert instructor team and the IE2 team worked on several revisions to the course, pairing some topic and content down and diving deeper into other topics.

In the summer of 2017, in partnership with Microburst Learning, the TAACCCT tech partner, we were able to create an interactive version now posted on SkillsCommons. We were able to take it from the initial flat course to the interactive faculty development modules that we actually have today. In each module it requires the participant to spend approximately 10 to 20 minutes completing, including the knowledge checks within the content.

So they can easily squeeze in their training between courses, after their regular work day, or on weekends. We designed a module to model how instructors can and should be leading their courses with varied learning activities, formative and summative knowledge checks, and plenty of feedback. We were able to take the original TAACCCT funded course, revise it due to the CC BY license, and through a series of revisions create a highly usable and learner friendly resource.

If we could go ahead and start sharing our screen now, I'm going to actually take you into the IE2ET course. If I'm sitting at SkillsCommons on the website www.SkillsCommons.org, I'm going to actually look at getting connected, and when I do that, I'm going to actually come into to connect with the community.

And when I scroll through that, I'm going to actually connect to the IMPACT community. Once I get to the IMPACT community, I'm going to be able to scroll through the information that's there, from the storytelling network to my – (inaudible) –the industry expert to expert instructor, to the skills work network.

So once we get into this industry to expert – expert instructor network, I'm going to actually see all sorts of information. It starts off with explaining why we're there as well as one of the key things that we did during this project is we interviewed actual industry experts after their first, second, or 15th year as a new teacher. We actually gave highly specific questions around the various challenges in becoming an instructor, such as how long did it take to establish your policies and procedures?

What was the one thing which would have made your first year as an instructor better? What advice would you give a new instructor? As a new instructor, what would you have made the day-to-day operations of a course more successful? And thinking back to your first classroom experience, what was your biggest challenge? We actually have and recorded instructors telling you what we needed to hear to actually make this course better. After the interviews, you will then find the faculty development module.

And from the faculty development module you'll actually see that each module can be used alone or grouped into a series of training. There are 12 content modules and an introductory module that will actually take you through all the information you need to be able to structure your own faculty development. We have the course management. We have the vested syllabus, navigating an element, logistics, developing consistent communication, and defining it. And I'll let you guys go explore this page as well.

So each lesson – and I'm going to dive into a lesson right now. This is a lesson on developing consistent communication. It will always state objectives, and you always want your students to actually understand why they're learning what they're learning. The learning objectives, learning outcomes are always important. So we've actually got that right here. And then we actually give them some interactive information.

It's modeling best practices with learning objectives, content delivery, and knowledge checks. You'll like to see the fact that you can – let me see if I can turn up the volume. And that when actually I show what you know, this is all narrated so that it tells you what you're going to know, it will give you the biggest challenges, and then it will play a video.

VIDEO: Student behavior – (inaudible) –expectations. You have to go in to [inaudible]. You can't be afraid.

MS. PEREA: So you can see we have highly engaging interviews embedded in this, and then you'll go ahead and navigate on to the objectives.

VIDEO: Learning styles, interests – (inaudible) –and attitude are just a few things that make one student different from their peers. Students also communicate different. In this lesson you will learn how to set student expectations to ensure consistent communication. You will discover ways to improve communication between you and your students. You will learn how to engage with your students without – (inaudible) –their learning styles – (inaudible) –student expectations.

MS. PEREA: And then if we dive into a different module, you're actually going to see defining student learning competencies and outcomes. And again, we go through introduction, objectives. This always has a left-hand navigation. We also deal with actual teaching theories such as backward design.

The backward design method is a technique and it actually explains it and it will give them a reference and it gives them three stages on what they actually can do with this information. It dives deeper into the content and gives the viewer or the participant just the type of information they need to actually improve themselves inside the classroom. If we dive in –

VIDEO: Industry expert to expert instructor, connecting the learning objectives and competencies to grades. Industry expert to expert instructor resources by IE2E –

MS. PEREA: So it also goes into the objective on why they're learning what they're learning, and if it happens to be learning objectives and competencies and making that connection to grades, talking about encouraging learning, fostering self-responsibility. It actually gives detailed interviews with our faculty to actually explain what they're wanting them to learn. It's talking about grading and syllabus. Talking about how do you actually think about what you're wanting the students to actually learn, and it gives double loop feedback on how to actually give effective feedback.

So if you click on step one, it gives you information so you can not be a passive learner whenever you're going through these training modules. We go into –

VIDEO: The expert to expert instructor, creating the course.

MS. PEREA: If we go into creating the course climate, we're actually setting the stage on why they're doing it. What are you meeting their needs? You're defining their interest. You're clarifying the instructor's role. You're clarifying the learner earner roles. How to manage tempo and timing on your information. Keeping on track.

A lot of times students like to get our expert instructors talking about what they did out in the field, and they end up losing teaching time because they're really enthusiastic about passing on that knowledge. But they forget that there should be a timing and a track for what they are actually doing.

VIDEO: Industry expert to expert instructor.

MS. PEREA: If we go ahead and go into –

VIDEO: Industry expert to expert instructor resources.

MS. PEREA: – the first day of your course, this is one of the very – one of the actual modules we built after the release of the course because, when we trial tested it, our faculty and everybody who was talking about it said, you guys never told us what was going to happen on our first day in the classroom. We had prepared our syllabus. We had prepared our communication plan. We knew our assessments.

We knew our learning objectives, but you didn't give us the reality of what was going to happen that exact first day. So we actually built a module – came back and built a module that talked about the first day. It's like, how do you set the tone while you're in the classroom? What – how do you actually go about giving your students the syllabus? How do you discuss the skills that students are supposed to be learning inside your classroom? What are some of the materials and supplies that they actually need?

Actually telling students what your grading policy is and how it's composed and how they can earn their grade because you're not just giving them a grade. You're letting them earn the grade. We talk about it's important for your students to actually contact you. Give them your contact information, and we give them knowledge checks.

Students will let you know how they're having trouble with your class when they leave you a message. True or false? False. Not every student will leave you a message. So it gives you that feedback for modeling the behavior we want our industry experts to start incorporating inside their classrooms.

Let me go ahead and go on to the next one.

VIDEO: Industry expert to expert instructor, the why of –

MS. PEREA: We also start delving into teaching them about why they're doing what they're doing and why are we leading them down this path of best practices and how to actually incorporate best practices into – side their classroom. We've got best practice lectures. Think of it. Most of our industry experts have actually been on a lecture-driven content development model, but that's not the way our students actually learn today.

And so it helps that we actually bring it up saying, there's only 10 to 20 minutes of continuous lecture that a student can actually understand. Anything after that they're not going to actually understand. So build your lessons accordingly. Have them apply what they've learned. And so we have drag and drops that they can actually drag information in and check their knowledge of understanding of the material so that they can actually get feedback and information.

We also talk about incorporating teamwork and group discussions and how do you do that effectively and how do you keep students on track and how do you hold them accountable for group and teamwork, which we know our employers are asking for.

We also teach them about active learning. We know that as adults and – that adults need to be – have the learning relative to them and they need to be active in their learning process to make the learning stick. So we talk about active learning, and we talk about things like fair and balanced, formative and summative assessments. Most of our industry experts don't understand what a formative assessment was and what the summative assessment was.

So we actually explained it to them. Here is what an actual formative assessment is. You actually give feedback. You're forming the students and guiding them on a pathway of understanding, whereas summative is do they know it or do they not. And so that helps our industry experts start understanding the language that is associated in academia, and it makes them feel much more comfortable in what they're asking their students to do.

After we've released the IET 101, these 13 modules, you actually get to see that we – hopefully, by the end of this month we're going to release our IET 102, which is a deeper dive into some of these concepts. And so I'll show you what some of our deeper dives are. So in our deeper dive for this one, we're creating a new topic on your first faculty evaluation.

Rarely – when we hire a faculty industry expert they understand about annual performance reviews and they understand about that, but they don't understand that as a faculty member they are also going to get evaluated. And we're going to prepare them for that. We talk about what the purpose of the evaluation is and helping how to guide the instructor on what's actually going on.

VIDEO: To document the positive and negative behaviors of an instructor. Instructors should view evaluations as a method to examine their own areas –

MS. PEREA: We also tell them about the frequency – what they should expect on the frequency of the evaluation, how classroom observations are usually conducted. We talk about student and peer evaluations. They've never as an industry expert they've never actually had their peers go through and rate them and evaluate them in their work day, but now when they come into the faculty role, their peers and their students will be given evaluations of them. And so they have to understand how to actually receive that as a building your skillset type of thing instead of it – interpreting it as negative. Turn it into a positive.

We also have things like planning for issues and potential solutions in classroom management.

VIDEO: Management is the process that instructors use to –

MS. PEREA: So we actually talk about, okay. What happens when you actually have a situation where you're having to deal with issues some student? We talk about how you actually deal with it. What are some of the positive solutions you can actually do? We talk about – we give them samples about what are some challenges you might face and how about what's actually going on in this. The student is not focused on the teacher, on the presentation.

What do you actually do if they have – (inaudible)? Things that have come across some of our industry experts that said, well, I don't know how to handle this. What do I do when they're texting on their phone or they're surfing the web when I'm trying to teach them something? And we actually give them how – solutions to their issues. Disruptive behavior, and then we also talk about things like, okay. Well, in this situation what would you do? How would you actually work on it?

And by summer we're actually going to have the IETEI industry expert 103 series of modules coming out, and it's – this is like building open educational resources so that you can actually create stuff from your class. I know we took a poll at the beginning of the webinar about OER. Well, guess what. By summer we're going to actually have a module that's going to teach you how to actually find – seek out and find OER and incorporate it into your courses and programs.

I'm going to go ahead and stop sharing my screen now and give you – I know I talked really quickly. I'm going to give you a couple of minutes to write in some information or some questions you have, and we'll see how it goes.

MR. LUMADUE: Again, yeah.

MS. PEREA: So I see a question in – it's a – (inaudible) –question. "Can I share the course that you created in SkillsCommons?"

Yes. So if you go up to SkillsCommons and go into the community and go into the IE2ET and actually, you can either preview the lessons that I've actually shown you or you can download them and actually embed them in your own LMS or you can actually use them as a free standing webpage that people can actually go through and actually use. We've got directions on how to do that inside the SkillsCommons page.

There's a question, "Is there any work done on hospitality or culinary sectors?"

We actually did not contextualize our faculty development modules for a particular industry. We felt what we were actually doing is developing those faculty to teach anywhere. So if you have a hospitality or any other instructor, they will benefit from using the faculty development because we're teaching them the core skills of being an instructor. They're experts in their own fields, but we're teaching them how to be an expert as an instructor.

MS. MARTIN: And thank you, Brenda. This is Cheryl. I would just like to add that there is work – there is other coursework on SkillsCommons that may relate to hospitality or culinary sectors. So SkillsCommons has a really wide range of resources. This – what we're sharing with you today is one piece of it, but there's other sector-based kind of resources on there. And yes.

MS. PEREA: There's a question there about, "How do you connect this structure with internships and employers?"

I'm not exactly sure. Could you actually put in a little bit of information on the context of that question? We have several of our industry experts instructors who actually had to do internships and work with employers, and that's all documented in SkillsCommons in the resources. But for our faculty development courses, we didn't differentiate whether you were going to be teaching a internship, apprenticeship, or working with – at an employer site. We felt that the toolbox that we were creating was going to help them no matter where they were.

There's a question that I may have missed that, "Is the information recommendation based on specific standards such as HLC?"

We do. In IET 102 we actually have a module talking about regional accreditation and program development along those lines. So those modules are actually going to be released I'm hoping early March. So you'll be able to see the modules that teach faculty about regional accreditation and what it means to them as well as program evaluation.

Aw, yes. There's a question about the biggest challenges that they simply don't have a lot of extra time. That's why we built these modules, so that some modules range between 10 minutes to complete and 20 minutes to complete because they could actually pull these up on their lunch hour and actually go through their information or take 10 minutes before their class or 20 minutes after the end of their course to actually review the information. And each of the modules are independent. You can have them work through a series of the modules you want them to work on. It can be a self-study. You can implement this any way your college or university or K-12 system wants.

"Does the SkillsCommons technique apply to web-based, not seat training?"

Absolutely. You need to know how to set up a syllabus, if you're doing online training. If you need to figure out how to actually include students in discussion boards, as well as how do you engage them in active learning and how do you give effective feedback and how do you actually build performance-based assessments. All that is applicable whether you're doing face-to-face instruction, hybrid instruction, or online-only instruction.

Rick, there's a question on there that says, "I would like to share what's going on here with educators, resource people, and administration teams around the state. What's the best way to do this?"

MR. LUMADUE: So the best way is to take them to SkillsCommons, SkillsCommons.org, and I would start – what we normally recommend, folks, is to start in the showcases. And that gives you a good idea of some of the premier, the best quality courses already in SkillsCommons, and you can preview those.

You can look at them, just similar to what you've done here, Brenda, and they can get started there. And if they would like a follow up like a webinar or something like that for their state, at the end of the presentation there will be a contact e-mail address, and they can get ahold of SkillsCommons there. And we can set up something for them and take care of that for them. So we'll be able to help them.

Also, just while I'm on the – have the microphone here, Cat has a question. "Is there a cost associated with using SkillsCommons?" No. It's totally open and free for you to use. There's no cost to use SkillsCommons.

MS. PEREA: Thanks, Rick. There's a question that I've been avoiding because it's a touchy subject. "The cost of hiring industry experts to teach can be a challenge for us. What strategies have other colleges used to hire these experts and keep the cost to the clients affordable?"

We did that exact same thing. They were leaving very lucrative careers in wind technology, oil and gas production, healthcare to come teach in our colleges, and we did face a salary problem. And what we ended up doing is we sat down with a team of newly hired faculty as well as experienced faculty and asked them how could we actually talk about and make other types of benefits rather than just salary only.

And when we actually got down to it, we started thinking about FTEs and scheduling things. If we could actually schedule courses in the evening, would that actually help them? And they were like, absolutely. 9:00 to 5:00 I could be doing other things, but if you could schedule all my classes after 5:00 o'clock, that's going to actually help out.

So varying our schedule of time of when we had the faculty as well as we actually looked at the faculty churn. We looked at how many industry experts we had hired into a system such as Colorado Community College System, and if they left after one or two years, what was the actual cost of them leaving our system versus what it cost to actually keep them in our system?

And so there was a lot of that going on where we actually had to figure out other types of benefits we could offer an industry expert to enter into the system, whether it was varied scheduling times, whether it was concentrating all of their teaching schedules on Mondays and Wednesdays or doing a Monday, Wednesday, half day Friday schedule. So scheduling was a big thing. Finding other benefits for them, as well as looking at our internal processes that was causing the churn.

Aha. That was interesting. "Are there any plans to attach certification to industry expert instructors that complete all the training modules in IET 102?"

Right now, for SkillsCommons there is no plan for that, but I know when we release this to the Colorado Community College System, they took it upon themselves to develop digital badges to credential those faculty members who not only took and completed all the modules.

And those digital badges were going to be profiled either on their faculty pages or any of the areas that they could actually post to LinkedIn their certifications to each of the different modules. But it's up to any institution on how they want to actually recognize people going through their individual modules.

MS. MARTIN: OK. Thank you. That – we've got a couple of questions now for those of you on the call, and we want to – and keep putting your other questions in there. That's fine. But we want to ask you – and you can put your answers to this in the chat as well – do you plan on using this IE2EI network? Has this intrigued you enough to say, hey, this would be useful?

And if so, yes, and if not, why – whatever your answer is, let us know what your thoughts are, why you found it useful or why you think it might not be useful. And then the other question we have is just do you have any more questions about this, which of course is what you've been doing all along.

So if you could let us know in your – in the chat, do you plan on using this? Why or why not? And do you have any questions for us? And we will go back to those comments and questions. Thank you for your patience as we – as our wonderful presenter both reads and formulates answers and speaks all at the same time, kind of like an industry expert becoming an educator; right?

So while we're gathering some more of those questions and so forth, Brenda, back to you. I think there was another question in there about – I think there's some more questions there that you could possibly address.

MS. PEREA: Sure. Thank you very much, Cheryl. There is a question. "What was your strategy used to retain these industry experts when they said, this isn't for me?"

Well, part of it is having a communication strategy for yourself, like did you check in with them often enough? Were they totally overwhelmed? There were some of our faculty that actually said, no. This isn't for me, and it was because we didn't realize the load we put on brand new teachers during the month of September and October of a fall year. They have a whole lot of information that they have to process and a whole lot of time has to go into their courses.

And we said, well, what if we spread out the load of what you're expected to do in September and October through the whole semester? Would you be willing to actually stay? And they're like, yeah. If you could just cut down the load that I actually have to do in September and October, I'd be happy to stay. And there was also some frank conversations we had about why are you unhappy doing what you're doing.

Some of it was monetary, and there was a lot of times we couldn't actually deal with the monetary issue. Those are contractual issues, or we had a limited budget. And it was one of those things where I'm sorry to say that we had to turn a lot of – there wasn't a lot, but there were very – there was a few experts that actually went back into their field because it just was not the right fit.

And I would rather retain somebody who's a good fit than have an unhappy faculty member that's passing on the unhappiness to their students. We want our students to be happy with the field they're choosing, and so that's kind of like the balance we had to do. We had to have an open communication plan. We actually had to check in with them frequently during the month of September and October, as well as January, February, and March.

Don't leave them out all by themselves because they do feel truly alone. They no longer have a network of peers. They're lonely only, and so keep that kind of – get them into the community. Show them where resources are, all that kind of stuff to lighten their load. So that's the best advice that I have with the experience that we had with the Colorado Community College System and with some of our other IE2ET team members. It's all about open communication, and maybe it isn't a good fit for them.

MS. MARTIN: Thank you, Brenda. And, Rick, I think you had a thought to add in here.

MR. LUMADUE: Yeah. That's right. If you – if folks are interested in reusing this course, you can use it as Brenda presented it as is. But I also want you to be aware that you can also use it by modules. This community of practitioners that helped Brenda develop this course and kind of rework it thought through that, and also – so you can basically use it cafeteria style, just take the pieces and parts that you want, or you can use the course as a whole.

So for example, you may not be that interested in the syllabus, for example, if you're a workforce board – investment board. So you may just want to take certain modules out. You can break that apart and use it like that, or you – maybe for yourself you just want some personal professional development in a certain area, and you can just – you can take the modules that way. So really just wanted to make sure that you're aware of that, just kind of the flexibility that was in the design of this course. Thanks, Cheryl.

MS. MARTIN: Yes. Thanks, Rick. I – as I'm looking through the responses to people – or from people who are saying, yeah. I'm interested in this. One that I found really interesting in particular was that somebody suggested that they would share it with the folks training their apprentices.

So those of you who are familiar with what's going on at Department of Ed and Labor right now, there's a big emphasis on apprenticeships, and so yes. This could definitely be – it could be used in more situations than just having an industry expert come to your community college campus. It could be used if you've got training going on site at employers, for instance, to train apprentices or anything else.

Like Rick said, some of the modules would be applicable for anybody doing this kind of training. So there's a lot of different – and that's one of the nice things about all of this OER, this open educational resources. You can take it and use what's useful to you and skip the rest.

So we are coming close to the end of our time here. I am not seeing more questions. I'm seeing a lot of comments saying this is – seems like it would be useful. So that's great. That's why we wanted to present this to you. If there are no more questions at this time – if there are more questions, feel free to send them to the support@ – I hope this is okay, Rick – support@skillscommons.org e-mail address because we can respond to them from there.

Someone has another question. "Could someone give the title of the EI2IE 103 coming out in the summer?" Brenda, do you have a title for that or – and I presume that will also be added to SkillsCommons; is that correct?

MS. PEREA: Correct, Cheryl. It will be added to SkillsCommons. Right now, we're just calling it the IE2ET 103 course, and it's individual modules. Like all of the other things that we've built, you can take one or you can use five or you can use all of them. But right now, we're just calling it the IE21 – EI 103.

MS. MARTIN: OK. Because we like numbers and letters, and that's how we do it; right? Hope that answers the question for the person who had it.

Oh, someone asked about average time for completion. If somebody were to – I assume if an instructor were to go through this whole thing, about how long would it take or maybe average time for completion for each module. I'm not sure, Brenda. You can respond to that however it makes the most sense to you.

MS. PEREA: Thanks, Cheryl. We timed it so that each module took between 10 and 20 minutes to complete. So if we average 12 modules times 20 minutes, we have approximately four hours of content. But that doesn't mean they have to sit down and do all four hours. They could do one module one day. They could go a month and you could actually give them a different module.

So it depends on how you want to do it. That's why we built the modules as independent little units. So it's just in time frame, you need them to understand what is a formative and summative assessment, you can actually give them that module and that module only and they can work through it in about 20 minutes.

MS. MARTIN: Yeah. And even if you were – I mean, four hours. Wow. You have crammed a lot of information into four hours of learning. That's pretty amazing.

So I think I do not see any additional questions at this time. So I think we're going to turn it back over to – actually, no. We're going to turn it back over to me. OK. One more time I just wanted to say that we – this is part of a series, and we've got other webinars coming up with registration links to be announced.

There is – and I see that question about tracking if an instructor has completed a module, and I will let Brenda answer that in just a moment. Let me finish this slide here.

The – you can see there's a wide variety of topics here. So somebody else may not care about what we did today, but some of your colleagues may be interested in career pathways. Wisconsin has done some amazing things with that. So we encourage you to let your colleagues know about these upcoming webinars, and they can pick and choose, just like the instructors can pick and choose about the IE2EI.

But back to you, Brenda, for one more question. "Is there a way for an organization to track if an instructor has completed a module?"

MS. PEREA: Right now, because they're all web-based, if they're doing it straight off of the website, the SkillsCommons website, there will not be a way. But if you take that cartridge, because we also have a downloadable cartridge that you can actually embed, you can embed it in your own LMS, learning management system, or your own content management system. And each of those systems will allow you to be able to track a person's progress and whether they've actually completed the course and the time on task that they've actually used on the course or the module.

MS. MARTIN: OK. Great. Thank you, Brenda.

Rick, I am going to turn the next slide over to you about connecting with SkillsCommons communities.

MR. LUMADUE: Thank you. Thank you, Cheryl, and thanks, Brenda. Great job. Just wanted to just briefly let you folks know, if you want to learn and find out more information about SkillsCommons, we've got all these links here, and this will be posted on the website where you registered for this webinar. And just to let you know that there are things happening, and so lots of really great things.

And you'll probably be getting information, if you choose to follow on the different social media feeds, about the updated IE2EI course, the module three that will be coming out this summer, as well as other great ways to be able to participate with the community that is out there, in particular for this IE2EI course.

But there are other communities that are working together as well, which you'll be hearing about in upcoming webinars. And so we wanted to share that with you, this page here, just to give you a quick links to all the great places that you can connect with SkillsCommons and the community that's out there. All right.

And then of course, if you've got any kind of questions or you'd like more information, you can go to the web address here at the connect@skillscommons.org and learn more about the communities there, which I really encourage you to do and to learn more about the IE2EI course. Questions in general about SkillsCommons or locating material, if you're interested in reusing something on SkillsCommons in your particular industry sector, you can browse on your own.

Do whichever you want there, but if you run into a snag or you're looking for something in particular and you can't find it, go ahead and hit the SkillsCommons support, support@skillscommons.org, and we'll get a resolution for you there and try to see if we can't help you. And again, if you're looking for follow up, maybe a particular question was asked earlier about a webinar for your state or for folks in your institution or at your industry, don't hesitate to get ahold of us, and we'll see what we can do and try to provide that service for you.

All right. Cheryl, thank you, and thank you, everyone, for being on this webinar. And, Brenda, again, thank you for your presentation. It was a great job. And so at this point, Cheryl, I think I'll turn it back to you or Erin.

MS. MARTIN: Great. Thanks, Rick.

MR. LUMADUE: And thank you all again. Bye-bye.

MS. MARTIN: Yes. Thank you, Rick and Brenda. Really appreciate your presenting this today. And, Brenda, this was a 30-minute or whatever presentation but so many hours of work went into developing this and testing it with your instructors. I can only imagine. So thank you for sharing this with us today.

And, Erin, thank you for joining us as co-moderator. Thank you to all of the participants for joining us, and we hope to see you on upcoming webinars. Back to you, Jon.

(END)