Connecticut Community College System

Vista Rollout Training Plan for Faculty & Staff

Document author: Tobi Krutt, Manager, Technological Tools & Training, System Office
Connecticut Community Colleges
e-mail: tkrutt@commnet.edu

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Table of Contents

Scope of Training ........................................................................................................................................... 3

Program Goals & Objectives .......................................................................................................................... 4

Linking the Training Plan to the Vista Implementation Team’s “Critical Success Factor” List .......... 6

Preparing for the Transfer of Learning ........................................................................................................ 7

Training Time Frame Targets ......................................................................................................................... 9

Training Roles and Responsibilities ............................................................................................................... 10

Assumptions, Dependencies & Constraints Affecting Training .................................................................... 11

Training Resources ....................................................................................................................................... 13

Instructor-led Training ................................................................................................................................... 15

Evaluation & Reporting ............................................................................................................................... 16
Scope of Training
The goal of this training program is to provide faculty, staff, and (to a somewhat lesser extent) students with resources that will help them use Vista and associated technologies to enhance teaching and learning in the Connecticut Community College System.

In addition, training and learning resources should provide information on the various ways in which Vista reporting data can be used to inform decision-making processes at all levels of the organization.

Mainstream faculty training is being designed to provide a “continuous feed of knowledge, coaching, assimilation, and background...”¹, incorporating individual learning, social learning in a community of practice, and one-on-one coaching. We want faculty and staff to know where detailed information can be found when they need it, rather than focusing on trying to memorize details during formal classroom training. Classroom sessions are intended merely to lay the groundwork for learning and help attendees develop the mental models needed to construct new knowledge that is relevant to their specific needs. Formal training sessions should educate faculty and staff about how to find and use just-in-time reference materials, courses, and local support resources, in addition to providing them with an opportunity to interact with and practice using the WebCT Vista application.

This plan was developed around a number of factors that have been found to be the most significant in supporting continuous learning in an organization². These factors, listed below, provide the basis for the development and deployment of the various training and learning resources to be deployed throughout the Vista implementation:

- Personal learning style preferences and past training experiences of the learner.
- Learner knows where and how to seek needed information, skills, and support.
- The extent to which the topic requires the assistance of outside experts (in terms of our system’s Vista implementation, this item relates to the availability of local support resources, so learners’ questions can be answered quickly).
- Clarity of the organization's expectations about what people must know, and how this will assist them in their career paths.
- Relative importance of basic and continuing education to the success of the organization. In our system, this factor relates to the willingness of academic leadership to clarify how our faculties’ proficiency with online course delivery tools supports not only student learning, but also enhances the success and reputation of their college, and the system as a whole.
- Resources available for learning: Time, funding, and learning materials.

¹ Elliot Masie, 2001: http://www.informationweek.com/818/masie.htm
### Program Goals & Objectives

| Goal 1: Provide the system’s Distance Learning coordinators with the training and reference resources they will need in order to administer Vista locally, and support faculty in designing and delivering courses using WebCT Vista. | Objective 1.1  
In conjunction with the “E-learning Asset Migration & Management Team”, create/deliver training and documentation which clarifies WebCT 3.x-to-Vista migration processes and procedures and defines the responsibilities of group administrators (generally the DL Coordinators) and other relevant staff at the colleges.  

Objective 1.2  
Provide DL Coordinators with train-the-trainer and JIT resources that enhance their knowledge of WebCT Vista, their standup presentation and coaching skills, and serve as refresher and new hire training.  

Objective 1.3  
In conjunction with the “Communication Strategy & Delivery Team”, ensure that DL Coordinators (and relevant others at the colleges) are well-informed regarding how to find and direct faculty and staff to the system’s Vista training and learning resources. |
| --- | --- |
| Goal 2: Provide fulltime and adjunct faculty throughout the CCC system with equal access to an assortment of training and learning resources which will facilitate faculty use of WebCT Vista for classroom-based, hybrid, and fully online courses. | Objective 2.1  
Design a training/learning resource delivery system that provides all faculty with equal access to modularized instructor-led workshops as well as online just-in-time learning resources, including collaborative learning resources with other Vista Consortium member systems.  

Objective 2.2  
Categorize the system’s Vista training and learning resources by learning style, to help individuals determine the most appropriate training options based upon their individual preferences.  

Objective 2.3  
Develop and/or support formal and informal faculty mentoring programs, both locally and system-wide.  

Objective 2.4  
In conjunction with the “Communication Strategy & Delivery Team”, ensure that faculty and students throughout the system receive regular communications related to the availability of WebCT Vista training.  

Objective 2.5  
Collect and utilize feedback from training sessions, online feedback forms, and CTDLC’s Help Desk data to identify training gaps and continuously improve our WebCT Vista training/learning efforts. |
| Goal 3: Design WebCT Vista training /learning resources that address pedagogical issues and best practices that will improve our faculties’ ability to use online resources to enhance teaching and learning in their courses. | **Objective 3.1**  
In conjunction with the “Teaching & Learning Team”, collaboratively work with groups such as the Center for Teaching to encourage and support faculty-driven workshops and informal learning opportunities. Facilitate a continuous learning organization in which faculty and DL support staff share teaching and learning knowledge and ideas with others. |
| --- | --- |
| Goal 4: Provide WebCT Vista learning resources for system students. | **Objective 4.1**  
Design a training/learning resource delivery system that provides both on-ground and online students with equal access to online just-in-time WebCT Vista learning resources. |
| Goal 5: Provide faculty and staff with training and learning resources in related topics and software applications that support and enhance our system’s WebCT Vista implementation. | **Objective 5.1**  
Through the IITT faculty and staff training program, provide training in software applications such as PowerPoint, Word, Excel, Camtasia, RoboDemo, Dreamweaver, Macromedia Flash, Image Ready, Photoshop, Acrobat, Windows file management, Wimba, Respondus, etc.) which can be used to support and enhance teaching and learning efforts with WebCT Vista.  
**Objective 5.2**  
In coordination with system-wide committees and groups whose missions overlap with that of the Vista Implementation team (such as the DL Council, the Center for Teaching, AITAC, etc.), identify training gaps and supplementary knowledge and skill sets that would be useful for faculty, staff, and students in relation to WebCT Vista implementation.  
**Objective 5.3**  
Develop and implement online technology self-assessment surveys that faculty and staff can use to identify technological knowledge and skills gaps, and help guide their training/learning choices. |

3 Chickering & Gamson’s (1987) “Seven principles for good practice in undergraduate education” is a set of standards that are now widely accepted among post-secondary institutions. These seven best practices are: 1) Encourages contacts between students and faculty, 2) Develops reciprocity and cooperation among students, 3) Uses active learning techniques, 4) Gives prompt feedback, 5) Emphasizes time on task, 6) Communicates high expectations, 7) Respects diverse talents and ways of learning.
Linking the Training Plan to the Vista Implementation Team’s “Critical Success Factor” List

The Vista Project Success Criteria listed below are identified in the Vista Implementation Project Objectives Document for the Connecticut Community Colleges and CTDLC (Version 1.0, 6/30/04, pp. 8-9). Where applicable, each success factor is linked to specific training goals and objectives identified in this training plan.

<table>
<thead>
<tr>
<th>Vista Project Success Factor</th>
<th>Metrics</th>
<th>Associated Training Goals</th>
</tr>
</thead>
</table>
| 1. Increased faculty and student use of WebCT Vista | Increase in percentage of courses using the WebCT Vista CMS:  
More requests for training  
Higher student activity  
Additional faculty who were previously not users of WebCT | The training objectives for Goals 1 and 2 of this training plan will relate to strategies that can be tied Success Factor 1’s metrics. |
| 2. More colleges actively supporting DL | | The Communications and Training workstreams of the Vista implementation team will play a key role in supporting both information about the advantages of using Vista, as well as the information colleges will need to help their faculty learn to use it. |
| 3. Faculty feel they are able to teach better | Surveys (both formal and informal) | Goal 3 relates specifically to enhancing teaching and learning training resources for faculty. |
| 4. Greater ability to handle Help Desk issues | Fast issue resolution  
Different types of issues; fewer low level technical issues, more “how do I...?” questions. | Both the Training and Support workstreams will address the issues associated with these metrics. |
| 5. Integration works as advertised | Fewer dropped transactions  
Fewer enrollment issues | n/a |
| 6. Better ability to debug technical issues (especially integration) | | n/a |
Preparing for the Transfer of Learning

Training and learning opportunities are provided to ensure that faculty and staff have the knowledge and skills required to use WebCT Vista to design and deliver online resources to students. However, to ensure that the new KSAs are actually applied on the job, transfer strategies are an integral part of the entire training effort. Reinforcement of learning in the workplace can be facilitated by incorporating solid transfer-of-training strategies into the training plan, and linking transfer strategies to program objectives.

Types of Transfer

**Near Transfer**
Near transfer of skills and knowledge are applied the same way every time the skills and knowledge are used. Near transfer training usually involves tasks that are procedural in nature, that is, tasks which are always applied in the same order.

**Far Transfer**
Far transfer tasks involve skills and knowledge being applied in situations that change. Far transfer tasks require instruction where learners are trained to adapt guidelines to changing situations or environments.

Transfer Strategies for the system’s Vista Implementation Team

- Orient key stakeholders (presidents/deans/department heads/faculty/DLC’s) to transfer of learning strategies to be employed, and tie the Vista “critical success factors” to the use of these strategies to help to ensure that the system’s investment in WebCT Vista will result in the desired outcomes.
- Plan for regular communications with the deans and/or department heads/supervisors of those being trained.

Transfer Strategies for college administrators and for each colleges' local Vista implementation team

- Regularly communicate support for learning WebCT Vista at meetings with administrators, faculty, and staff.
- Ensure that faculty and staff have time allotted for learning activities, and/or communicate college expectations regarding using “other duties as assigned” time (for faculty in collective bargaining unit) for professional development, including WebCT Vista training.
- Explore ways in which their college can provide incentives for faculty to learn Vista.
- Explore ways in which either informal or formal mentoring or peer-coaching opportunities can be made available at their college.
- Actively provide positive feedback to faculty who use Vista in their courses.
- Encourage goal-setting by department heads that includes learning to use WebCT Vista.
- Provide recognition for WebCT Vista-related learning that results in increased enrollment, increased student satisfaction, etc.

Transfer Strategies for DL Training and Support Managers/Staff (both system and college):

- Provide information about transfer of learning strategies in all train-the-trainer sessions.

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CT Community Colleges System: WebCT Vista Faculty/Staff Training Plan

- Associate specific transfer of learning strategies to all training interventions (e.g., courses, workshops, online resources, etc.).
  - **Near transfer:** Use “identical elements” instructional methods to enhance near transfer, by simulating the actual process and steps that learners will use in actual situations as nearly as possible.
  - **Moderate transfer:**
    - Incorporate “fading”, which moves from initially teaching very specific steps to gradually teaching higher-level steps which encompass several smaller steps.
    - Teach general principles and system structure as well as simple steps to accomplish specific tasks.
  - **Far transfer:** Use guided-discovery (inductive) instructional methods, varied context examples, and cognitive aids (diagrams, summary heads/subheads, analogies) to support the development of mental models and aid in relating new information to prior knowledge.

- Since as-needed local support is a key factor in transfer, provide trainees with information about who to contact for local support as well as how to find and use online, just-in-time self-directed learning resources.

- Provide opportunities for both formal and informal learning during and after formal training sessions. For example, an open “hands-on” coached lab can be scheduled at the end of a formal training session.
## Training Time Frame Targets

Identify different targets for different audiences, for example:

<table>
<thead>
<tr>
<th>Project Phase</th>
<th>Training-related milestone</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Training</strong></td>
<td>Core Team training (five days)</td>
<td>10/4/04-10/8/04</td>
</tr>
<tr>
<td></td>
<td>Local training and materials customization and development</td>
<td>Fall term 2004</td>
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<tr>
<td><strong>Pilot</strong></td>
<td>Build pilot courses</td>
<td>November 2004</td>
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<tr>
<td></td>
<td>Training of pilot faculty (two full days)</td>
<td>11/12/04 &amp; 11/19/04 plus additional 1-to-1 training w/DLCs.</td>
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<tr>
<td></td>
<td>Prepare student support materials</td>
<td>Nov-Dec 2004</td>
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<tr>
<td></td>
<td>Pilot begins</td>
<td>Spring term 2005</td>
</tr>
<tr>
<td></td>
<td>Pilot evaluation</td>
<td>Spring term 2005 (end)</td>
</tr>
<tr>
<td><strong>Additional Staff Training</strong></td>
<td>Training of DL Support Staff who didn't attend Core training</td>
<td>December 2004</td>
</tr>
<tr>
<td><strong>Rollout</strong></td>
<td>Major migration &amp; training</td>
<td>Spring 2005 – training for faculty preparing sections for Fall 2005 to begin mid-late January.</td>
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<tr>
<td></td>
<td>Integration testing/changeover preparations completed on servers; Summer courses still on Campus Edition.</td>
<td>Summer 2005</td>
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<tr>
<td></td>
<td>Integration goes live.</td>
<td>Fall term 2005</td>
</tr>
<tr>
<td><strong>Term rollouts</strong></td>
<td>Semester migrations</td>
<td>Spring, Summer 2006</td>
</tr>
<tr>
<td><strong>Vista transition complete</strong></td>
<td>Mainstream faculty who have not used WebCT previously will now be primary training audience.</td>
<td>Fall 2006</td>
</tr>
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</table>
Training Roles and Responsibilities

Consortium

- Share training materials and resources.

System

- SO Vista Implementation workstream teams are responsible for developing and coordinating Vista learning and training resources and for making those resources equally available to all system faculty and staff (to the degree possible based on local assistance).
- Workstream teams are also responsible for communicating information about those resources system-wide, with the assistance of local academic leadership.
- SO staff will be assisting in the field providing training during the rollout period, but DLCs are expected to attend and assist at these sessions, in preparation for picking up the instructor-led training responsibilities locally after the rollout.
- The System’s Vista Implementation team should strive to support the efforts of the DLCs to improve stand-up presentation and coaching skills in support of their ability to provide a high level of local training and support.
- The System’s Vista Implementation team should investigate the possibility of creating a process whereby all faculty are automatically enrolled (perhaps via a script) into some type of online WebCT Vista training. (Ideally, the courses should appear in everyone’s “My WebCT” list when they log in to WebCT Vista.)

Institution

- Each college is to implement its own local Vista Implementation Team.
- Each college’s academic leadership, in conjunction with the local Vista Implementation Team, should conduct an internal review of its own DL resources (which include both personnel as well as training lab space and other types of supporting technology), to determine:
  - Whether additional investment (in personnel or capital investments) is required in order to facilitate, and support local usage of WebCT Vista.
  - Local organizational constraints and dependencies (including organizational culture issues) that can affect local implementation. Methods for addressing these issue might include identifying local champions, creating a local mentoring program, ensuring time for training, and ensuring that affected stakeholders are involved in the implementation process.
  - Implementing local transfer of training strategies (see the section on Transfer of Training in this document).
Assumptions, Dependencies & Constraints Affecting Training

Assumptions

Institution:

- Buy-in by academic leadership at each institution regarding the importance of dedicating resources to the Vista implementation.

DL Council members:

- Majority have used WebCT and have some WebCT support experience.
- Competencies in other related technology-related skills and applications vary among DL staff across the system.
- Most have time limitations; several have only part-time DL responsibilities.

Faculty:

- Most faculty members have minimal technological skills.
- Training in basic computer competency skills must be made available to faculty to facilitate their ability to use Vista (e.g., Windows file and folder management, WebDAV, basic knowledge of MS Word—particularly saving files as HTML, file and folder management and hierarchy in Vista).
- Faculty prefer to attend training sessions at their local college rather than traveling to other locations, even if another college is nearby.
- Friday mornings are the preferred training day/time for most faculty. Evening sessions should also be available.

Students:

- Most students have had some exposure to using WebCT by now.

Dependencies

- Support by the academic leadership at each college, including deans, division directors, department chairs, and program coordinators. Communication with, and buy-in from, these individuals will be critical.
- Effectiveness of each college’s local Vista Implementation Team. A process whereby the activities and efforts of each of these teams can be evaluated by the System-level team would be useful in addressing shortfalls at particular colleges in a timely manner.
- Planning for training within our system depends to a great extent on decisions to be made by the E-Learning Migration workstream team, with regard to key identifiers of courses that should or should not be migrated, as well as whether or not the assumption that faculty will be building courses at the section level in a dummy institution (rather than at the template level) is correct.
- Since the Communications workstream team is charged with informing system employees at all levels about both formal online and instructor-led training opportunities, as well as about informal learning resources, close coordination between the Communications and Training teams is critical to the success of the Vista rollout.
• Full participation by DL Council members and other support staff in the Vista rollout process is essential. “Full participation” includes:
  o Attending training sessions provided to local group administrators.
  o Participation in at least one workstream team.
  o Assisting at training sessions provided by SO staff.
  o Attending other types of training (such as in stand-up presentation skills, coaching skills, etc.) that may be provided to DLC members by SO.
  o Familiarizing themselves with the various Vista learning resources that will be available, so they can provide this information to faculty who are trying to learn Vista.

Constraints
• Privacy issues (of content) associated with Template/Course/Section development.
• Time constraints associated with the responsibilities of the group administrators.
• Time/comfort level/ability/willingness of local DL staff to provide local instructor-led training and one-on-one coaching and support. System training and support related to this issue will be required.
• Some colleges have had the DL people do all course builds for the faculty, while others expected faculty to build their own courses. **Colleges who have had DL staff building courses should re-evaluate this practice to determine if it is still preferable and/or practical**, particularly if they want to encourage faculty to use WebCT Vista for “web-enhanced” classroom-based courses, versus merely for fully online courses.
• Varying competencies in technology-related skills and applications vary among DL staff across the system. Preferably, some baseline technological skills for DL staff should be identified, and training in those areas provided.
Training Resources

“The Vista Buffet”

A “Buffet Model” will be used to provide faculty and staff with multiple learning opportunities that will enable them to select and customize their learning process based upon individual learning styles, time and distance constraints, and “just-in-time” training needs. Resources and methods in the “Vista Buffet” may include:

Getting Started/Facilitation Resources

- A “one-stop shopping” website that provides links to various learning/training resources, as well as to local support resources at each institution.
- From the WebCT Vista website, provide a link to the online “Learning Styles Index” instrument, which will provide faculty with an online report on their learning preferences, which is linked to the “Vista Buffet” training/learning online resources matrix.
- An online registration system to allow anytime/anywhere enrollment into training sessions available at any of the consortium institutions (possibly the IITT Course Cart).
- Recommended development path(s) for faculty; one for complete novices and one for those converting from WebCT to Vista. Additionally, it would be desirable for learners to be able to construct their own personalized development path, based upon their individual learning styles and preferences, via a link to an online learning styles survey.

Courses, Programs, & Documentation

- Create an “Introduction to Vista” online multimedia overview, directed at topics of interest to faculty; intended to provide a global “conceptual overview” of the ways in which Vista can be used to enhance teaching and learning in the CCC system (modeled after GSU’s overview, at http://www.gsu.edu/~wwwets/instructionalsupport/learningobjects/objects/vista_exploration/vista_exploration.html)
- Purchased from WebCT under training license:
  - Online asynchronous “Getting Started with WebCT Vista” course (in Vista course shell) and multimedia tutorials (which can be loaded into the Vista shell along with additional tutorials that we create ourselves). Thirty tutorials are provided by WebCT, and we can add additional customized multimedia tutorials to the Vista shell. Ideally, each module that we add ourselves should incorporate information about both the technical functionality of the tool as well as pedagogical uses and effectiveness, and utilize problem-based examples.
  - Online asynchronous “Designing with WebCT Vista” course, under license from WebCT (Consortium-wide license).
  - Online asynchronous “Teaching with WebCT Vista” course provided by WebCT. (Consortium-wide license).
  - Online asynchronous “Student Orientation to Vista” course provided by WebCT. (Consortium-wide license). It would be helpful to attempt to enroll ALL registered students into this course each term.
  - Online asynchronous “Vista Faculty Open Forum” course section. This will be an internally created course section available (via MyWebCT) into which all faculty teaching in a given term are enrolled as students. Faculty can use it to communicate with other faculty who are also using Vista, to ask questions and post information, ideas, etc. to discussion groups or via Chat sessions.
Online multimedia tutorials provided by WebCT, which can be used as standalone tutorials linked from the Vista training website, as well as within any Vista “getting started” courses that we might create internally.

Training and reference documentation (“Getting Started with Vista” tutorial booklet, “F2F” modularized instructor-led and full-day Vista course design documents, “Teaching with Vista” documentation, etc.)

Documentation and multimedia tutorials for students.

- Modularized classroom-based courses (which can use WebCT-supplied F2F documentation), which can be modified depending upon prior level of WebCT expertise as well as whether or not the faculty member is rebuilding their course from scratch in Vista, versus migrating from WebCT CE.
- Instructional design/pedagogically-oriented training sessions for faculty to supplement the technical “how-to” resources and training, during which they actually begin to build their courses in a coached setting.
- System-wide open labs for individualized one-on-one support, to facilitate collaborative development in a supportive setting.
- Pedagogically-oriented faculty-led forums and panel discussions (e.g., with the Center for Teaching).
- Quick reference internally-produced “shortcut sheets”.
- Each DL Council member should be encourage to provide (and maintain updated copies) of paper reference documentation in each department office, at the library. Also, faculty should know how to find downloadable versions on our intranet.

Communication & Information Sharing Resources & Tools

- “Course Management Technology in the Connecticut Community Colleges” video, to be produced by the Vista Communications workstream team, which can be directed at both faculty and students.
- Vista user group(s).
- Vista Listserv.
- Mentoring by experienced faculty (and Vista pilot faculty)
- Training and software/server tools to support collaborative curriculum development by faculty within and across the three systems in the Vista Consortium (i.e., using WebDAV and/or software such as Windows SharePoint Services, to enable teams to create Web sites for information sharing and document collaboration).
- Incorporate feedback from CTDLC’s Help Desk tracking software to help identify and address specific training gaps and needs during the Vista rollout period.
Instructor-led Training

Internally developed sessions will include:

- Introductory pedagogically-oriented stand-up demo of Vista (“Vista: A Peek Under the Hood”), using a “sample course” with very basic functionality such as syllabus, discussions, some content, etc.
- System-presented hands-on training sessions (3-hours each):
  - Getting Started with Vista
  - Managing and Presenting Content, plus Selective Release
  - Teaching Tools: Chat/Whiteboard and Discussions
  - Creating and Managing Assessments, plus Gradebook
- Comparing WebCT Campus Edition 3.8 to Vista 3.x (for experienced WebCT users)
- How WebCT Vista Can Support Your Teaching & Learning Style
- Inventorying and Organizing Course Content for WebCT Vista
- Using E-Packs in Vista

Training sessions will be based upon WebCT’s F2F session series:

- Exploring Vista
- Designing with Vista
- Presenting Content
- Managing Content
- Creating and Managing Assignments and Group Activities
- Communicating with Students: Chat, Whiteboard, and Who’s Online
- Leveraging Discussions
- Creating Quizzes, Self-tests, and Surveys
- Managing and Evaluating Assessments
- Orienting Students to your section
- Customizing Content with Selective Release
- Mastering the Gradebook
Evaluation & Reporting

- Link instructional objectives to learning outcomes, and learning outcomes to appropriate evaluation measures, using benchmarks appropriate for the organization based on needs assessment data.

- Work toward developing more robust and substantial evaluation measures that provide a better picture of the long-term learning and transfer outcomes of the program, as well as feedback information that can help to reshape and continuously improve the program.

- Distribute the results of the program evaluations to those involved in evaluating the program’s success; include both the positive and negative aspects of the learner’s responses.

- Develop a plan or system to track who has participated in training or utilized training resources.

- Develop a plan for regularly updating and maintaining program resources and materials.