Faculty Development Programme of Long Duration Using ICT

Mr. Susanta Kumar Nayak
Assistant Professor
Department of Computer Applications
Bharati Vidyapeeth University,
Institute of Management Kolhapur, Maharashtra.

chhuanna@gmail.com

Prof. Dr. K.M. Alaskar
Professor & Head
Department of Computer Applications
Bharati Vidyapeeth University,
Institute of Management Kolhapur, Maharashtra.

k.alaskar@rediffmail.com

Abstract— A Faculty Development Programme (FDP) is designed to train and develop professionals in entrepreneurship development so that they can act as resource persons in guiding and motivating young Students & Teachers persons to take up entrepreneurship as a career. This paper is a description of an in-service teacher training experience that used ICT to develop abilities to teach more efficiently and effectively..[2] ICT (Information communication technology) plays an important role for long duration of FDP. The FDPs provide inputs on process and practice of entrepreneurship development, communication and inter-personal skills, creativity, problem solving, achievement motivation training, inputs on resource and knowledge industries well in diverse needs using Information communication technology.[6] The training methodology includes case studies, group discussion, games and simulation exercise, field visits and classroom lectures.

Key Words: FDP, Entrepreneurship , ICT,

I. INTRODUCTION

A longitudinal Faculty Development Programme is associated with continued teaching activities, desirable teaching behaviors, and higher self-assessments related to giving feedback and learner centeredness. ICT, media and learning is said to be a strong resource has been actively engaged in trying to integrate ICT into teacher training, FDP.[1]
A Faculty Development Programme (FDP) is to train and develop professionals in entrepreneurship development so that they can act as resource persons in guiding and motivating young S&T persons to take up entrepreneurship as a career.[7] The FDPs provide inputs on process and practice of entrepreneurship development, communication and inter-personal skills, creativity, problem solving, achievement motivation training, inputs on resource and knowledge industries. The training methodology includes case studies, group discussion, games and simulation exercise, field visits and classroom lectures.

II. OBJECTIVES

Faculty Development Programme (FDP) aims at equipping teachers with skills and knowledge that are essential for inculcating entrepreneurial values in students and guiding and monitoring their progress towards entrepreneurial career.[8] It is justified because

- It is required by accreditation standards.
- It can enhance faculty members' abilities to teach more efficiently and effectively enabled with technology,
- It is an essential component of ongoing clerkship quality improvement both conceptual and soft skills,[9]
- It advances the scholarship of teaching, and provides for the continuing professional growth of the institution's teachers irrespective of resources and infractures.

III. NEED OF FACULTY DEVELOPMENT PROGRAMMES

It has been observed that a lecturer is generally expected to take full load of teaching work and sometime even more from the first day of his appointment.[2] In this situation neither he gets training or any support or any orientation progarmme to him from the seniors or higher authority. Even he can get neither sufficient time for adoption nor no chance to observe good senior teachers.[5] He has no prescribed opportunity to study syllabus, lecture plan, and consult the H.O.D of his department or to study the modern techniques of teaching, seminars, tutorial classes. He often lacks the knowledge of the mechanics of his profession and does not know how to set question papers or to assess the answer sheets. In this situation of total neglected atmosphere, the new teacher often n contended to copy mechanically the methods and procedures adopted by his own teachers and inflict then on his students. In this way,

by and large the pointless and tradition of giving lectures and dictating notes has passed on from generation to generation. The incalculable loss involved in this unimaginative approach can as well as should be avoided by the refresher courses and faculty Development Programmes.[9] The need of such programmes is more acute in the professional and skilled area such as Commerce and Management Education.

IV. IMPORTANCE OF FACULTY DEVELOPMENT PROGRAMME

Refresher course and the Faculty Development Programmes are always beneficial to the teachers and the education as follows:

- As refresher course and Faculty Development Programmes serves the important tool for the teachers, it also bridge the gap between the faculty and the students.[11]
- The role of faculty development programme is not limited up to only to provide necessary training of only teaching but it also varies up to development of the faculty from all side.
- They tap the talents of teacher and give them an opportunity to flourish.
- An investment in such faculty improvement programmes always yields rich dividends because financial resources required are very small when measured against resulting improvement in the education of millions. [10]
- One way of achieving higher social productivity and multiplier effect in management training is to train the teacher who in turn will become messengers of knowledge in the field of management education.

V. NEW ICT SKILLS

A technically competent teacher is able to:

- Operate computers and use basic software for word processing, spreadsheets, email, etc.
- Evaluate and use computers and related ICT tools for instruction .
- Apply current instructional principles, research, and appropriate assessment practices to the use of ICTs
- Evaluate educational software.
- Create effective computer-based presentations
- Search the Internet for resources
- Integrate ICT tools into student activities across the curriculum.
- Create multimedia content to support instruction
- Create hypertext documents to support instruction
- Demonstrate knowledge of ethics and equity issues related to technology.
- Keep up-to-date as far as educational technology is concerned.

VI. .ROLE OF ICT IN TRAINING PROGRAMME (FDP)

Although ICT, media and learning is said to be a strong research area in teacher education has been actively engaged in trying to integrate ICT into teacher training, there is nothing else on the web page pointing to ICT as an important issue. There were very few pictures overall and much of the text is in the form of PDFs.[10]

ICT will cause certain existing resources to become obsolete. Resources such as overhead projectors and chalkboards may no longer be necessary if all learners have access to the same networked resource on which the teacher is presenting information, especially if students are not physically in the same location. ICT may make some assessment methods redundant. Online tests, for example, can provide the teacher with considerably more information than traditional multiple choice tests.[4] On the page for research there is a picture of an IML researcher standing in front of a traditional whiteboard.

	Courses & field training		Faculty development Training	
	Teacher's own use	Use with future pupils	Teacher's own use	Use with future pupils
N	317	316	330	331
Mean	**2.34**	**1.27**	**2.09**	**1.45**
Median	2.00	1.00	2.00	1.00
Std. Dev	1.33	1.13	1.37	1.23
Variance	1.77	1.27	1.89	1.51

Table:1 shows to what extent student teachers report they use ICT in courses training and FDPs respectively.

VII. FDP AIDED BY THE UGC

The University Grants Commission has been constantly contributing its efforts toward the FSDP. These programs are for short duration and also for long duration in all the field of Commerce and Management Education.[12] They are as ;

- Programme for Short duration :
  A) Seminars, Symposia, Summer Institutes, Workshops.
  B) Conferences.
  C) National Lectures.
  D). Visiting Professors Schemes.
  E) Travel grants for Attending Conferences.

- Programmes for Long duration are as :
  A) Teacher Fellowship.
  B) Research Assistant.
  C) National Fellowship.
  D) National Associationship.
  E) Career Awards.

VIII. GOALS OF THE MENTORING FDP:

Help new faculty members to:

- Learn about NIU, the surrounding community, and support resources for faculty.
- Adjust to the new environment and become active members of the university quickly. [5]
- Address questions, concerns, and special needs in a confidential manner.
- Gain insight about teaching and career development from a seasoned veteran.
- Network with other faculty and develop a personal support system within NIU.[14]

Encourage experienced faculty to:

- Share their knowledge and experience with new faculty and gain professional satisfaction.

- Assist new faculty to adjust quickly to the campus and address their unique needs, concerns, or questions, if any.

- Help shape the careers of new colleagues and enjoy opportunities for self-renewal.
- Provide a valuable service to the university by promoting collegiality through mentoring.
- Contribute to teaching, research and scholarly activities, and service mission of NIU.[11]

IX. SUGGESTED MENTORING ACTIVITIES

Mentors and new faculty are encouraged to meet face-to-face frequently during the first two semesters and keep in touch frequently through phone or email. Suggested mentoring activities are:

- Discuss short term and long term career goals and professional interests.
- Attend the programs offered by the Faculty Development and Instructional Design Center and other campus units. [8]
- Share information on academic and student support services on campus.
- Discuss effective instructional techniques, course development and curricular issues.
- Explore research and sponsored funding opportunities, and writing publications.
- Discuss academic policies and guidelines, and university governance structure.
- Attend campus events such as sports, theater productions, and cultural programs. [12]
- Share information on instructional resources and Web sites useful to new faculty.
- Discuss student issues such as advising, motivating, and handling academic dishonesty.
- Share experiences on managing time, handling stress, and balancing workload effectively.
- Discuss preparing for tenure and promotion and career advancement.
- Explore professional development opportunities available to new faculty. [15]

- Address special needs, concerns, or questions and help in troubleshooting difficult situations.

X. MATCHING MENTORS WITH NEW FACULTY

The Faculty Development and Instructional Design Center will match new faculty at their request with senior faculty mentors from the same department, college, or outside the college. If a new faculty's department or college has assigned a mentor from within the department or college, the new faculty can still request mentors from outside the department or college. Mentors are usually identified through personal contacts, recommendations of the deans, chairs, and colleagues.[13] As the research on successful mentoring has suggested, mentors assigned are generally of the same gender as the new faculty. However, mentors of particular gender, race, ethnicity, or background can be requested for multicultural development or other professional development reasons.

XI. DURATION OF THE MENTORING PROCESS

No set duration is required for the mentoring relationship between a mentor and a new faculty. It is recommended that mentors and new faculty interact frequently during the first two semesters. At the end of the second semester they can decide if it is necessary to continue the mentoring relationship at the same pace, or on an as needed basis, or conclude it if individual goals have been met. [6]

At any point during the mentoring process, if a mentor or new faculty feels that the relationship is not productive, the Center should be informed so that a different mentor or new faculty can be assigned. Due to the voluntary nature of the program, the Center cannot monitor the mentoring relationship closely or guarantee the outcomes of individual mentor-new faculty relationships. [8]

Mentors and new faculty will be requested to provide feedback on the progress of their relationships at the end of the second semester so that the Center can evaluate the program and use the feedback to improve the program in the future.

Questions	Responses (%)					
	Initial survey			Exit survey		
	RG	CG	All	RG	CG	All
Difficulty level of integrating technology in FDP	53	57	55	50	76	64
Comfortable level with online professional development (comfortable or very comfortable)	51	53	52	80	87	84
Comfortable level with ICT(comfortable or very comfortable)	30	53	42	80	80	80
Comfortable level working with technology(comfortable or very comfortable)	58	79	69	86	87	87

Table: 2: "All" refers to all participants.

XII. ROLES AND RESPONSIBILITIES OF MENTORS

Mentors can take on various roles, such as coach, friend, champion, advocate, career guide, role model, instructional resource, or confidant depending on the needs of their new faculty and the nature of their mentoring relationship.

Mentors are responsible for:
- Taking the initiative for contacting their mentees and staying in touch with them.
- Devoting time to the relationship and be available when requested.
- Assisting new faculty with their various questions, needs, or concerns.
- Sharing their knowledge and experience to benefit their new faculty and following up on their progress at NIU.
- Maintaining confidentiality of the information shared by their new faculty colleagues.

Roles and Responsibilities of New Faculty

New Faculty can take on various roles such as friend, protégé, new colleague, or junior faculty depending on their needs, academic experience, and the nature of their mentoring relationship.[6]

Mentees are responsible for:
- Devoting the time to the mentoring relationship and interacting with the mentor often.
- Making use of the opportunities provided by the mentor.
- Keeping the mentor informed of academic progress, difficulties, and concerns.
- Exchanging ideas and experiences with the mentor.
- Seeking help and support when needed.

Both the mentors and new faculty colleagues have the responsibility for gaining each other's trust and confidence, interacting in a collegial manner so as to value each other's time, and professional and personal commitments, and engaging in activities that support the mission of NIU.

CONCLUSIONS

Participation in the longitudinal FDP is associated with continued teaching activities, desirable teaching behaviors, and higher self-assessments related to giving feedback and learner centeredness.[3] ICT, media and learning is said to be a strong resource has been actively engaged in trying to integrate ICT into teacher training, FDP. So ICT as an important issue for faculty development programme of long duration. Institutions should consider supporting faculty wishing to participate in FDPs in teaching skills through ICT based training.

REFERENCES

[1] Diamond RD. Creating Opportunities in Medical Education and Training: Health Resources and Services Administration Bureau of Health Professions for the General Internal Medicine Faculty Development Project; 2000.

[2] Skeff KM, Stratos GA, Mygdal WK, et al. Clinical teaching improvement: past and future for faculty development. Fam Med. 1997;29:252–7.

[3] Wilkerson L, Irby DM. Strategies for improving teaching practices: a comprehensive approach to faculty development. Acad Med. 1998;73:387–96.

[4] Clark JM, Houston TK, Kolodner K, Branch WT, Levine RB, Kern DE. Teaching the teachers: National survey of faculty development in departments of medicine of U.S. teaching hospitals. J Gen Intern Med. 2004;19:205–14.

[5] Skeff KM, Stratos GA, Mygdal W, et al. Faculty development. A resource for clinical teachers. J Gen Intern Med. 1997;12(suppl 2):S56–63.

[6] Cole KA, Barker LR, Kolodner K, Williamson PR, Wright SM, Kern DE. Faculty development in teaching skills: an intensive longitudinal model. Acad Med. 79:469–80

[7] Elliot DL, Skeff KM, Stratos GA. How do you get to the improvement of teaching? A longitudinal faculty development program for medical educators. Teach Learn Med. 1999;11:52–7.

[8] Teherani A, Hitchcock MA, Nyquist JG. Longitudinal outcomes of an executive-model program for faculty development. Acad Med. 2001;76:S68–70.

[9] Gruppen LD, Frohna AZ, Anderson RM, Lowe KD. Faculty development for educational leadership and scholarship. Acad Med. 2003;78:137–41.

[10] Pololi LH, Knight SM, Dennis K, Frankel RM. Helping medical school faculty realize their dreams: an innovative, collaborative mentoring program. Acad Med. 2002;77:377–8

[11] McGaghie WC, Bogdewic S, Reid A, Arndt JE, Stritter FT, Frey JJ. Outcomes of a faculty development fellowship in family medicine. Fam Med. 1990;22:196–200.

[12] Marks MB. Academic careers in medical education: perceptions of the effects of a faculty development program. Acad Med. 1999;74:S72–4.

[13] Salerno SM, O'Malley PG, Pangaro LN, Wheeler GA, Moores LK, Jackson JL. Faculty development seminars based on the one-minute preceptor improve feedback in the ambulatory setting. *J Gen Intern Med.* 2002;17:779–87.

[14] Stone S, Mazor K, Devaney-O-Neil S, et al. Development and implementation of an objective structured teaching exercise (OSTE) to evaluate improvement in feedback skills following a faculty development workshop. *Teach Learn Med.* 2003;15:7–13.[PubMed]

[15] Skeff KM, Stratos GA, Bergen MR. Evaluation of a medical-faculty development program—a comparison of traditional pre/post and retrospective pre/post self-assessment ratings. *Eval Health Profess.* 1992;15:350–66.