



Faculty  
Development  
Center

## Phase II Syllabus

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**ALERT:** Due to the growing number of cases of COVID-19 in Georgia, all Faculty Development training will be provided online until further notice. Faculty will be awarded 16 hours of professional development for completion of the online activities (modules).

The information shown below is the 'standard' syllabus and has not been altered to reflect this temporary change in the delivery of the training.

### Description of Training

**Phase II, a hybrid training program**, is equivalent to a three-day workshop, which addresses the objectives discussed in Phase I in a practical application format and provides information on additional TCSG topics and policies. Phase I must be completed before attending Phase II training.

**The class meets for one full day.** It begins at 9:00 a.m. and ends by 3 p.m. A working lunch is built into the schedule so bring a sandwich or snack.

**Participants MUST complete online activities PRIOR to attending the training class and bring the completed worksheet to the training session.** The online activities and detailed information on accessing course materials, the training location, and nearby hotels will be emailed to registered participants 2-3 weeks prior to the scheduled training date.

Participants will receive 24 staff development hours for completing Phase II.

### Training Objectives

- Develop and deliver a 6-8 minute 'lesson' based on your program area. More details will be provided in an email to participants.
- Observe and be involved in new instructional methods.
- Learn about web tools, student services processes and procedures that impact teaching, and legal issues (information provided by guest speakers or recorded videos).

## Methods of Instruction

Lecture, group discussion, student presentations, and training videos (with audience discussion) will be utilized. In addition, the online portion of the training uses SoftChalk. Participants must complete and submit all of the activities; the instructor can see the activities submitted using the gradebook. It is important that the participant use the "same name" to sign in each time and to complete each online module. You will be prompted to input your User Identifier; please use the following format: Last Name First Name (ex. Moore Benita). You will need to do this for every module.

*Note: Participants are required to attend the entire in-person session AND complete all online activities PRIOR to the in-person session to receive credit for the training. If you cannot be present for the entire in-session training and complete ALL online activities PRIOR to the training, please select another session. Extenuating circumstances will be evaluated on an individual basis at the discretion of the instructor.*

## Topics Covered

Videos: Several weeks prior to the training date, participants will be emailed links for the following information and must submit responses the embedded video questions prior to the training session:

- Student services
- Legal issues
- Dual enrollment
- Student organizations

Web Tools: Participants will be shown a variety of web tools during the training session that can be used to enhance teaching. Tips for using Blackboard Learn more effectively will also be provided.

Participants' Presentations: Participants are required to develop and present a 6-8 minute presentation. All participants will receive feedback from the instructor and classmates.

Requirements for the participants' presentations are:

- Present a 6-8 minute lesson from your program. You must present something that can be covered in this time frame. Teach the class something!
- You MUST use a visual aid during this lesson. This can be (but not limited to) a handout, PowerPoint, a piece of equipment, pictures, etc.
- Provide a brief introduction about who you are.
- Engage the audience. What technique will you use to engage the audience?
- Embrace Adult Learning Principles.

## Phase II Presentation Feedback Checklist

- The lesson included an introduction
- Visual and/or training aids were used appropriately
- Preparation and planning was evident
- Sequencing of key points was logical; key points were clearly emphasized
- Presenter had command of the information in the lesson
- 6-8 minute time frame was followed
- Distracting gestures and idiosyncrasies were not present in the presentation
- Volume and pace of speech were at comfortable levels
- The audience was engaged!!!!