

Professional Development Plan for Radiography Faculty

DATE	GOALS	LEADER	TASK	WHERE	RESOURCES AND MATERIALS	STRATEGIES	PROGRESS	COLLABORATION	PRE-SENTATIONS	ADDITIONAL RESOURCES	TO DO	REFERENCES
May 24	Watch short video to define blended-learning. Present innovation proposal then do a "walk and talk" in pairs so faculty can discuss what kind of blended learning they have done. Create "one take videos" based on their collaboration. Discuss using these 2 types of alternative PL for implementation in the classroom.	Stephanie Wetts, Lead faculty for implementation proposal. Sharon Watson for tech questions.	Present video on blended learning. Q/A session. Ask for feedback on the proposal.	X3005 Class room	RADR Program Director and all RADR faculty. Technical support personnel. Needs will be Microsoft virtual desktop, and their login information.	Initial engagement. Content specific, technical support for implementation.	Walk and talk with pairs of faculty about pros/cons of BL Use EduProtocols (Thin Sides) to discuss what they learned or already knew. Use discussion forum for collaboration after the initial exposure to the proposed proposal.			Ensure that all faculty have access to their Microsoft virtual desktop. Create a discussion forum for the faculty for ongoing collaboration. Solicit feedback on questions, concerns, good practices.		McCormick, L. (2015, April 15). Modeling-based (Moped) Professional Development at Rutgers University - Dr. Lodge McCormick. YouTube. <a href="https://youtu.be/FK9vKwYKw0M">https://youtu.be/FK9vKwYKw0M</a> YouTube. (2016, February 23). What's up with... blended learning? YouTube. <a href="https://www.youtube.com/watch?v=29Eyp-8k1Rk">https://www.youtube.com/watch?v=29Eyp-8k1Rk</a> Modeling2016
SUMMER SEMESTER 2024	1st day of Summer 1- Define Understanding Backward Design, Classroom observations. Modeling opportunities for collaboration via discussion board between new students and 1st semester clinical students such as real clinical scenarios being implemented into the lab. Week 4 - faculty reviews discussion board and lead faculty reports to introduce new scenarios. Week 8- solicit feedback from both faculty and students about what worked and what didn't and make appropriate adjustments.	Shonna Curfen, RADR 1301 procedures, and Valerie Martin, Clinical Coordinator	Identify potential crossover activities by using EduProtocols (thin sides)	X3005 Class room	All RADR faculty and students from RADR 1301 and RADR 1207. Microsoft virtual desktop.	Content specific, active engagement, modeling, support during implementation.	Basic students from the different levels and a faculty about the activities that will engage the students. Use EduProtocols (Thin Sides) to discuss what they learned or already knew and support during implementation. Establish additional discussion forum for collaboration for feedback among both groups of students and the faculty. Student-focused but			Establish learning objectives, learning assessments, and assessments.		Quinn, J. (2021, February 3). About backward design. YouTube. <a href="https://youtu.be/XwUJHS_jw8Y7s">https://youtu.be/XwUJHS_jw8Y7s</a> M301C/HKpOP Du-Vg Wiggins, G. & McTighe, J. (2005). Understanding by Design (expanded second ed.). Alexandria, Virginia: Association for Supervision and Curriculum Development.
FALL (A)- 1st 8 weeks 2024	Day 1- Explain what makes great teacher to teacher collaboration. Review assessment as learning. RADR faculty and students for RADR 1201 (Procedures) and RADR 1207 (Clinical 1) coordinate current practices with the next level of collaboration between imaging 1 and Procedures. Students making exposures on phantoms to mirror their procedures on people. Week 4- Faculty review of student discussion board to check for correct implementation of feedforward. Week 8- Lead faculty again back to check for correct implementation of virtual desktop for collaboration among cohorts and faculty.	Stephanie Wetts, Lead faculty for implementation proposal. Sharon Watson for tech questions.	Ensure access between RADR 1213 and RADR 2301. Model activities for faculty members and let them also input for more specific student needs.	X3008 Energized Lab	RADR 1213 (imaging) faculty and RADR 2301 (Procedures) faculty. Needs are syllabi, course schedule, energized xray room and Microsoft virtual desktop.	Faculty engagement, content specific, modeling, technical support during implementation	10 minutes to review blended activities in place from lead faculty of courses, active engagement through shared decision making to update plan based on assessment of those activities to analyze other potential areas of engagement.			Update assessments based on current activities and objectives. Review with faculty for agreement.		Revens, R. W. (1982). The origins and growth of action learning. Bromley, UK: Charwell-Bratt. Escheltz, (2020, March 23). What role does teacher collaboration play in better teaching?. YouTube. <a href="https://youtu.be/8G7K9M-Nzrw7s">https://youtu.be/8G7K9M-Nzrw7s</a> sUJingWm2Ce NACRF Hapurniak, D. (2020, December 24). Assessment as learning. YouTube. <a href="https://youtu.be/WLmRrEQLoz">https://youtu.be/WLmRrEQLoz</a>
FALL (B)- 2nd 8 weeks 2024	Day 2- How collaboration leads to great ideas. RADR 1202 faculty models lab procedure for RADR 2331 faculty and demonstrate where courses can intersect. Create activities for students cooperatively by evaluating assessment outcomes of current activities. Week 4- Assess discussion board, new action learning sets for image evaluation to be modeled by faculty. Week 8- Review discussion boards and assessments and adjust	Kim Hiott, RADR 2331, Julia Harriman RADR 1201 faculty, and Stephanie Wetts (Support)	Ensure access between RADR 2331 and RADR 1202. Model activities for faculty members and let them also input for more specific student needs.	X3005 Class room AND X3008 Energized Lab	RADR Lab faculty. Needs are course syllabi and energized lab.	Ongoing, actively engaging faculty, modeling, content specific, faculty support	Discussion forum for all faculty and opportunities for assessment and updating based on student needs.			Troubleshoot other opportunities to create collaboration between the different cohorts of students.		Seeker, (2013, August 12). How collaboration leads to great ideas. YouTube. <a href="https://youtu.be/ga1_44qw-A7s">https://youtu.be/ga1_44qw-A7s</a> -4aw0RT3HK1mol Robinson, K. (2010, March 16). Sir Ken Robinson: Collaboration in the 21st Century. YouTube. <a href="https://youtu.be/RE2NTB7oObw7s">https://youtu.be/RE2NTB7oObw7s</a> =8FroD2Ms-M8yur
Spring (A)- 1st 8 weeks 2025	Day 1- Discuss Dee Fink's Taxonomy of Learning. RADR 2268 (clinical) faculty submit clinical scenarios from students and have RADR 1250 faculty recreate images based on scenarios. Week 4- Action sets in discussion board. Week 8- Faculty discussion of all processes, modifications made for repeating with new cohort. FULL IMPLEMENTATION by 4th Cohort	Julia Harriman RADR 1250, Valerie Martin Clinical Coordinator	RADR 2268 (clinical) faculty demonstrate submit clinical scenarios, define mastery, break down steps have RADR 1250 faculty recreate images based on scenarios.	Clinica lites and X3008 Energized Lab	RADR Lab faculty, students from both groups, computers, virtual desktop	Content specific, ongoing, faculty support, modeling, actively engaged	Observation of modeled class activities and assessments, walk and talk to troubleshoot, establish new activities based on student needs.			Review entire notation for pros/cons, solicit both student feedback and faculty feedback for changes based on student population and what worked best. Last review before ENTIRE PROCESS		Center for Teaching and Learning-Champain College. (2021, March 29). Dee Fink's taxonomy of significant learning. YouTube. <a href="https://youtu.be/Vd-08-3Zw-07s">https://youtu.be/Vd-08-3Zw-07s</a> =7GjGjVdW5e5a Fink, L. D. (2013). Creating significant learning experiences: An integrated approach to designing college courses. Jossey-Bass.