Appendix A

Professional Learning Course Recruitment Communications

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1. Initial and follow-up email to college presidents

Initial email to college presidents

TO: [COLLEGE PRESIDENT]
SUBJECT: Support students with effective technology in the classroom—a free, evidence-based course for instructors

Dear President [NAME],

Are your instructors using technology in their teaching to support students as effectively as possible?

I'm excited to offer a unique opportunity for instructors at [COLLEGE NAME] to participate, at no cost, in a professional learning course called *Using Technology to Support Postsecondary Student Learning* developed by the [Regional Educational Laboratory Northwest](#) (REL NW).

The evidence-based, virtual course is open to full-time and part-time community college instructors in Oregon. Instructors will learn practical ways to use technology to improve communication, collaboration, sense of belonging, and student learning. The course has been piloted by instructors at Portland Community College with great feedback about its immediate applicability and usefulness:

> *I learned a lot and took away tools I can use immediately.*

> *I would recommend the course as it was a great experience overall and provided an opportunity to explore some really great information, resources and content. I would definitely recommend this opportunity to other instructors.*

We're offering free participation through a research study funded by the U.S. Department of Education's Institute of Education Sciences. The study, led by [Community College Research Center](#) (CCRC), will determine whether and how the course improves instructors' comfort with, and knowledge of, technology tools for student learning, engagement, and achievement.

Details of the study:

- Each participating college will receive a $5,000 incentive.
- Each participating instructor will receive up to $550 in incentives.
- Instructors will engage in 16 hours of professional learning (8 hours of synchronous virtual sessions and 8 hours of asynchronous activities).

See the attached information for the timeline and more details.

We would very much like to partner with [COLLEGE NAME] on this opportunity. We have scheduled the following times [INSERT A LIST OF 3 DAYS/TIMES WITHIN 3–5 DAYS OF SENDING THE INVITATION] to provide more information about the professional learning course and the

study. Please use this link [INSERT LINK] to sign up for one of these times. Please reach out to [RESEARCHER NAME] at [PHONE NUMBER] or [EMAIL] if you would prefer a different time to those listed, and we will be happy to accommodate your schedule.

If you have any questions, please reach out to [RESEARCHER NAME] at [PHONE NUMBER] or [EMAIL].

Sincerely,

CCRC research team / [RESEARCHERS' NAMES/EMAILS]

Attachments: (1) Information for Institutions; (2) Institutional Research Activities and Timeline

Follow-up email to college presidents

TO: [COLLEGE PRESIDENT]
SUBJECT: Support students with effective technology in the classroom—a free, evidence-based course for instructors

Dear President [NAME],

I am writing to follow up on our invitation for [COLLEGE NAME] to participate in a free professional learning course and research study on *Using Technology to Support Postsecondary Student Learning*. Instructors will learn immediate and practical ways to use technology to improve communication, collaboration, sense of belonging, and student learning. Participating institutions will receive $5,000, and instructors will receive up to $550 in incentives.

We would very much like to partner with [COLLEGE NAME] on this opportunity. We have scheduled the following times [INSERT A LIST OF 3 DAYS/TIMES WITHIN 3–5 DAYS OF SENDING THE INVITATION] to provide more information about the professional learning course and the study. Please use this link [INSERT LINK] to sign up for one of these times. Please reach out to [RESEARCHER NAME] at [PHONE NUMBER] or [EMAIL] if you would prefer a different time to those listed, and we will be happy to accommodate your schedule.

If you have any questions, please reach out to [RESEARCHER NAME] at [PHONE NUMBER] or [EMAIL].

Sincerely,

CCRC research team / [RESEARCHERS' NAMES/EMAILS]

2. Agenda and talking points for informational call with college administrators

1. **Welcome and brief introductions**
   a. Ask how instructors at their college are currently using technology and where there may be opportunities at their institution to improve communication, collaboration, sense of belonging, and student learning.

2. **Goals of the professional learning course**
   a. Learn practical strategies to effectively use technology to enhance communication, build relationships, increase engagement, and improve student learning.
   b. Gain access to materials and templates that can be readily customized as instructors incorporate technology and digital tools into their teaching.

3. **Overview of the professional learning course**
   a. The *Using Technology to Support Postsecondary Student Learning* virtual professional learning course was co-designed by the Regional Educational Laboratory Northwest (REL NW) in collaboration with community college instructors. The course was piloted at Portland Community College.
   b. The course consists of 16 hours of professional learning: 8 hours of virtual synchronous meetings (scheduled with input from the college), plus 8 hours of independent learning.
      i. It offers independent learning opportunities to focus on specific areas of improvement of interest to individual participants.
   c. The course is facilitated by two experienced professional learning facilitators at each participating community college.
      i. Facilitators will receive a total of $2,000 for facilitating the course twice: $1,000 for facilitating the course once in summer 2024 and another $1,000 for facilitating the course again in 2025.
      ii. Facilitators need not be experts in using instructional technology but should be experienced using a learning management system and facilitating discussions and breakout groups in a virtual meeting setting.

4. **Research study**
   a. The study aims to understand how the course is implemented and whether it's effective in improving instructors' comfort with and knowledge of technology tools for learning and students' engagement and performance. Some study details:

      i.   **Who will participate?** Up to 120 instructors from approximately four community colleges in Oregon. These instructors will select a focal course for the fall term to monitor.

      ii.   **When will the study happen?** The study activities will take place in the summer through the fall of 2024.

      iii.   **How will instructors be randomly assigned?** Instructors will be randomly assigned into two groups, with one group taking the professional learning course in the summer of 2024. The second group will have the opportunity to participate in the professional learning course in 2025. All will complete the study activities in the fall of 2024.

      iv.   **What will instructors need to do?**

          1. All participating instructors will

              a. complete two surveys, once when signing up for the course and once again at the end of the fall 2024 semester; and

              a. encourage their students to complete a survey at the end of the fall 2024 semester.

          2. A small subset of instructors will be asked to

              a. participate in a focus group about using technology to support student learning, and

              b. share their course materials with the researchers.

      v.   **What else will happen?**

          1. Colleges will be asked to provide administrative data including instructor contact information, student emails, course outcomes (grades), and enrollment.

          2. Some college administrators and the course facilitators will be asked to participate in interviews

5. **Benefits of participation**

   a. **For instructors:**

      i.   Participation in free professional learning focused on evidence-based practices for incorporating technology into teaching in higher education that includes an incentive for study participation.

      ii.   Tools and resources that can be used in classes immediately.

   b. **For students:**

i.   Opportunity to take courses with instructors who are knowledgeable and trained to use technology and digital tools more effectively and meaningfully in the classroom.

   c.   **For the institution:**

   i.   Opportunity to support instructors in improving their technology use to engage and support students at no cost to the college.

   ii.   Valuable resources and research benefit your institution and other community colleges and higher education institutions across the country.

   iii.   Research findings may support institutional decisionmaking around how to allocate resources for professional learning and technology to support postsecondary student learning.

6. **Commitments from the college**

   a.   Offer the course to instructors in the treatment group—the group randomly assigned to take the course in the summer of 2024—and again in 2025 for the comparison group.

   b.   Notify instructors about the college's participation in the study and the availability of the professional learning course.

   c.   Assist with recruiting instructors to participate in the course.

   d.   Identify individuals to serve as facilitators for the course.

   e.   Host the course on the college's learning management system and allow access by Community College Research Center (CCRC) researchers.

   f.   Identify an information technology liaison to provide CCRC with access to the learning management system for review of selected courses (no student data will be viewed).

   g.   Provide the research team with administrative data.

7. **Compensation**

   a.   Participating colleges will receive $5,000.

   b.   Participating instructors will receive an incentive of $500 for participation in the study and completion of the surveys; instructors will receive a $50 gift card incentive for sending students reminder messages about a survey.

   c.   Facilitators will receive a total of $2,000 for approximately 40 hours of facilitation (20 hours in summer 2024, and 20 hours in 2025).

   d.   Students who complete the survey will be entered into a drawing to receive one of up to 15 $100 gift cards.

8. **Question and answer session**

      a. Any questions?

      b. *If they are hesitant to complete the registration, ask about whether there is anyone else who needs this information and who you could speak to.*

9. Instructions for enrolling the institution

      a. *Provide a link to the registration site and assist with questions.*

10. Thank you and contact information

3. Information for Community Colleges

Using Technology to Support Postsecondary Student Learning:
Information for community colleges

Community college students benefit from active, engaging learning and meaningful connections with peers and instructors. When effectively used, technology can help create these types of learning environments. We invite your college to participate in a free, research-based professional learning course focused on effective use of technology to support student learning.

The professional learning course
Regional Educational Laboratory Northwest (REL NW) co-designed the course *Using Technology to Support Postsecondary Student Learning* with community college instructors in Oregon. Based on the [*Using Technology to Support Postsecondary Student Learning*](#) practice guide, the course offers practical strategies to implement five evidence-based practices:

1. Use communication and collaboration tools to increase interaction among students and between students and instructors.

2. Use varied, personalized, and readily available digital resources to design and deliver instructional content.

3. Incorporate technology that models and fosters self-regulated learning strategies.

4. Use technology to provide timely and targeted feedback on student performance.

5. Use simulation technologies that help students engage in complex problem solving.

This course is designed for community college instructors across disciplines. The 16 hours of professional learning includes

- four 2-hour virtual synchronous sessions where instructors will collaborate in activities relevant to the practice guide recommendations, and

- a total of 8 hours of asynchronous independent learning activities that help participants focus on specific areas of improvement and interest.

The study
We're offering free participation in the course through a research study funded by the U.S. Department of Education's Institute of Education Sciences. The study, led by [Community College Research Center](#) (CCRC), will determine whether and how the course improves instructors' comfort with and knowledge of technology tools for learning as well as students' engagement and achievement.

Who is eligible? All full-time and part-time instructors teaching at least one credit-bearing course, including developmental-level courses, are eligible to participate. Instructors who

exclusively teach courses that are noncredit, continuing education, and/or courses that enroll exclusively dually enrolled students are not eligible.

- **What incentives are available?**
    - Participating instructors will receive up to $550 in incentives.
    - Colleges will receive $5,000 for participating.
- **How will instructors participate?**
    - All instructors will complete an application form.
    - Eligible instructors will participate in the study during fall 2024 and will be randomly assigned to participate in the professional learning course in either 2024 or 2025.
    - Instructors will identify one "focal course" that is the reference course for the study; students enrolled in focal courses in fall 2024 will comprise the student sample.
    - Instructors will complete a survey in fall 2024.
    - Instructors will be asked to encourage their students to take a survey.
    - A subset of the instructors will participate in a focus group and share their course materials.

Instructor activities

Activity	Treatment Group	Comparison Group
Complete application form and survey	Spring 2024	Spring 2024
Participate in the course	Summer 2024	Spring/summer 2025
Complete instructor survey	Fall 2024	Fall 2024
Participate in a focus group and provide researchers access to course materials (subset of instructors)	Fall 2024	Fall 2024
Encourage students to take a survey	Fall 2024	Fall 2024

Commitments and expectations

- **Colleges will**

    o   assist with recruiting instructors to participate in the course;

    o   identify individuals, such as instructors or staff, to serve as facilitators—facilitators should have experience leading professional learning activities but do not need expertise in using instructional technology;

    o   provide input into the timing of the synchronous sessions—offer the course to instructors in the treatment group in the summer of 2024 and to instructors in the comparison group in 2025, using the college's learning management system;

- o participate in interviews with the research team (selected college administrators);

- o provide the research team with administrative data based on specific parameters requested by CCRC;

- o provide the research team with access to the learning management system for selected courses; and

- o receive a $5,000 incentive for participation in the study.

- **Facilitators will**

  - o deliver the fully developed course using the provided facilitator guide, slides, and other support materials;

  - o load and organize course materials into a college learning management system;

  - o facilitate four 2-hour synchronous learning sessions for each group (the treatment group in summer 2024 and the comparison group in 2025);

  - o participate in an interview about their experience using the materials and facilitating the course; and

  - o receive a stipend of $2,000 total for approximately 40 hours of work ($1,000 for approximately 20 hours of preparing and delivering the course in 2024, and $1,000 for delivering the course again in 2025).

- Please see the Information for Facilitators sheet for more information.

Benefits of participation

- Colleges will have increased and effective use of digital tools in instruction that supports student engagement and success.

- Instructors will have free professional learning focused on evidence-based practices for incorporating technology into teaching and learning. Instructors will walk away with information and resources they can immediately use. As community college instructors who piloted the course noted:

  I learned a lot and took away tools I can use immediately.

  I would recommend the course as it was a great experience overall and provided an opportunity to explore some really great information, resources and content. I would definitely recommend this opportunity to other instructors.

- Students will have the opportunity to take courses with instructors who are more knowledgeable and trained to use technology and digital tools effectively and meaningfully in the classroom.

- Colleges will be able to support instructors in improving their technology use to engage and engage students at no cost.

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We hope that you will consider participating as a research partner in this unique opportunity. For more information, please contact [CCRC RESEARCHER NAME].

4. Institutional research activities and timeline

Using Technology to Support Postsecondary Student Learning:
Research Activities and Timeline for Institutions

Spring 2024

- Participating colleges identify two individuals to serve as course facilitators. Facilitators will use the materials and content to lead four synchronous sessions for each group.

- Colleges, facilitators, and research teams collaboratively identify dates and times for the synchronous sessions for the treatment groups (summer 2024) and comparison groups (2025).

- Colleges provide instructor emails, demographic data, and course assignments for fall 2024.

- Colleges assist the research teams with instructor recruitment. Instructors apply to participate in the research study. The application includes a short survey on the uses of technology for teaching.

- The research teams randomly assign eligible instructors to the treatment or comparison groups. The research teams will notify instructors of their assignments.

Summer 2024

- Instructors assigned to the treatment group participate in the course.

- Select college administrators are invited to participate in interviews to discuss other professional learning opportunities available to instructors at their college.

- Facilitators participate in debriefing interviews about their experiences.

- Facilitators receive their first payment of $1,000. Instructors in both treatment and comparison groups receive their first payment of $250.

Fall 2024

- Instructors assigned to both the treatment and comparison groups complete a short survey focused on their use of technology and experiences with professional learning.

- Colleges provide CCRC email addresses for students enrolled in focal courses taught by participating instructors.

- Instructors remind students enrolled in focal courses to complete a survey.

- Students enrolled in focal courses receive a link to the student engagement survey.

- A small subset of instructors in both the treatment and comparison groups are invited to

participate in a focus group and to grant researchers permission to review their course syllabi, course activities, and other learning materials.

- Instructors in both treatment and comparison groups receive their second $250 payment.

- Instructors in both treatment and comparison groups receive an additional $50 gift card for reminding students to complete the survey.

2025

- In winter 2025, colleges share anonymized administrative data on student performance with the research team.

- Instructors assigned to the comparison group have the option to participate in the course.

- Facilitators receive their second payment of $1,000 after facilitation of the second course offering.

5. Instructor research activities and timeline

Using Technology to Support Postsecondary Student Learning:
Research Activities and Timeline for Instructors

Spring 2024

- Instructors apply to participate in the research study. The application includes a short survey on the uses of technology for teaching.

- The research team randomly assigns eligible instructors to the treatment or comparison groups. The research team notifies instructors of their assignments.

Summer 2024

- Instructors assigned to the treatment group participate in the course [ADD DATES/TIMES].

- Instructors in both groups receive their first $250 payment.

Fall 2024

- Instructors assigned to both the treatment and comparison groups complete a short survey focused on their use of technology and experiences with professional learning.

- Instructors in both groups are asked to remind students enrolled in a focal course to complete a survey.

- A small subset of instructors in both the treatment and comparison groups are invited to participate in a focus group and to grant researchers permission to review their course syllabi, course activities, and other learning materials.

- Instructors in both treatment and comparison groups receive their second $250 payment as well as a $50 gift card if they share the survey reminder with students two times.

2025

- Instructors assigned to the comparison group have the option to participate in the course [ADD DATES/TIMES].

6. Information for facilitators

Using Technology to Support Postsecondary Student Learning:
Information for Facilitators

(To be used by institutional administrators to recruit facilitators.)

Community college students benefit from active and engaging learning, and research shows how instructors can use technology to create these types of learning environments. Instructors at our college are invited to participate in a research-based professional learning course focused on effective use of technology. The Regional Educational Laboratory Northwest (REL NW) co-designed the course *Using Technology to Support Postsecondary Student Learning* course with community college instructors in Oregon.

I'm inviting college staff or instructors with experience designing, facilitating, or leading professional learning to serve as course facilitators. Facilitators do not need to have expertise using instructional technology. All course content and materials are fully developed and ready to use, including session plans, talking points, slides, handouts, and other materials. Facilitators will receive a stipend of $2,000 ($1,000 in 2024, and $1,000 in 2025). More information on expectations and benefits is provided below.

Researchers from the Community College Research Center (CCRC) are evaluating the course at community colleges in the state of Oregon to examine whether instructors find the course useful, whether it leads to changes in their teaching practices, and whether it is associated with improvements in student outcomes.

The professional learning course
The virtual professional learning course is based on five evidence-based recommendations for using technology with postsecondary learners:

1. Use communication and collaboration tools to increase interaction among students and between students and instructors.

2. Use varied, personalized, and readily available digital resources to design and deliver instructional content.

3. Incorporate technology that models and fosters self-regulated learning strategies.

4. Use technology to provide timely and targeted feedback on student performance.

5. Use simulation technologies that help students engage in complex problem solving.

The course consists of four 2-hour virtual synchronous sessions that allow a group of instructors to engage in collaborative and independent learning activities. In between these sessions, instructors will engage in asynchronous activities to provide independent learning opportunities to focus on specific areas of improvement of interest to individual participants. In total, the

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course consists of 16 hours of professional learning over the course of about a month. Facilitators will have input into the dates and times of the synchronous sessions.

Facilitator role

Two facilitators will work collaboratively to use the professional learning materials provided by REL NW to lead the course for instructors at their college. Materials include learning objectives, a facilitator guide with talking points, slides, assignments, and activities.

Facilitators will lead the course for two groups of instructors. The first session will run during the summer of 2024 and the second in 2025. It is estimated that planning and leading the course will take about 20 hours per session for a total commitment of 40 hours.

Facilitators' responsibilities include

- attending a virtual planning meeting with CCRC to review this list of responsibilities and ask any questions,

- providing input into the timing of the synchronous sessions at the college,

- setting up the course materials in the college's learning management system,

- agreeing to share materials *only* with instructors enrolled in each session,

- facilitating four 2-hour synchronous sessions for each group and providing meeting links to the research team, and

- participating in a 1-hour research interview with CCRC to discuss experiences facilitating the course.

If you have questions or are interested in this role, please contact [NAME] at CCRC and/or [INSTITUTION CONTACT].

7. Email to college administrators re: instructor recruitment

Dear [COLLEGE ADMINISTRATOR],

Thank you for your college's ongoing participation in the professional learning course and research study of *Using Technology to Support Postsecondary Student Learning* developed by the [Regional Educational Laboratory Northwest](#) (REL NW). We're asking for your help in informing eligible instructors about the college's participation in the project by sending a recruitment email. Sample language is below.

Instructors will also receive a detailed email invitation from CCRC [DURING WEEK OF XX].

Thank you for your support. If you have any questions, please contact [NAME] at CCRC.

Regards,

CCRC research team / [RESEARCHERS' NAMES/EMAILS]

Promotional language for eligible instructors regarding the course and study

We are pleased to share an exciting opportunity for instructors at [COLLEGE NAME] to participate in a professional learning course about using technology to support student learning. In the next several days, you will receive an email invitation to participate from the [Community College Research Center](#) (CCRC).

In the course, instructors will learn new practical ways to use technology to improve communication, collaboration, sense of belonging, and student learning. By participating, you will gain both valuable insights and skills that can be applied immediately. The course has been piloted by instructors at Portland Community College with great feedback about its immediate applicability and usefulness:

> I learned a lot and took away tools I can use immediately.

> I would recommend the course as it was a great experience overall and provided an opportunity to explore some really great information, resources and content. I would definitely recommend this opportunity to other instructors.

We're offering free participation through a study funded by the U.S. Department of Education's Institute of Education Sciences. Through this study, eligible full-time and part-time instructors at [COLLEGE NAME] will participate in a virtual professional learning course, *Using Technology to Support Postsecondary Student Learning,* during either summer 2024 or in 2025. The course consists of 16 hours of professional learning: 8 hours of virtual synchronous sessions and 8 hours

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of asynchronous activities. The course will be facilitated by [COLLEGE NAME] staff members, [INSERT FACILITATOR NAMES].

The study aims to understand how the course affects instructors' comfort with and knowledge of technology tools for learning, their use of technology, and student engagement and performance. Your participation will also help the developers improve the course before it is launched nationally.

Instructors who participate in the course and all accompanying research activities will receive an incentive of $550. For more information about the course, the study, and how to sign up, please follow [THIS LINK] or look for the email from CCRC that will include more details. Space is limited, so please respond by [INSERT DATE]. If you have additional questions, please contact [NAME] at CCRC.

 We hope you will take advantage of this exciting professional learning opportunity!

Regards,

[COLLEGE ADMINISTRATOR]

8. Initial recruitment email to instructors

Initial email to instructors

TO: [INSTRUCTOR]
SUBJECT: Learn effective ways to use technology and earn up to $550

Dear [INSTRUCTOR],

Do you want to learn how to use technology to create more active and engaging learning for your students? [COLLEGE NAME] is offering instructors a professional learning course on *Using Technology to Support Postsecondary Student Learning*. We're inviting you to participate in the course and corresponding study at no cost to you!

The Regional Educational Laboratory Northwest (REL NW) co-designed the course *Using Technology to Support Postsecondary Student Learning* with community college instructors in Oregon. Based on the *Using Technology to Support Postsecondary Student Learning* practice guide, the course offers practical strategies to implement evidence-based practices. The course has been piloted by instructors at Portland Community College with great feedback about its immediate applicability and usefulness:

> *I learned a lot and took away tools I can use immediately.*

> *I would recommend the course as it was a great experience overall and provided an opportunity to explore some really great information, resources and content. I would definitely recommend this opportunity to other instructors.*

We're offering free participation through a research study funded by the U.S. Department of Education's Institute of Education Sciences. The course is an exciting opportunity for instructors who are eager to learn about new strategies to improve student engagement and active learning.

The study, led by Community College Research Center (CCRC), will determine whether and how the course improves instructors' comfort with and knowledge of technology tools for learning and students' engagement and achievement. Through your participation, you will not only gain valuable insights and skills, but also contribute to the advancement of educational practices in community colleges across the country. Your participation will help researchers understand the course's impact on teaching practices and ways to improve the course before it is shared at no cost with community colleges nationally. Instructors who participate in the course and all associated research activities will receive $550 in incentives.

For more information and to apply for this unique professional learning opportunity, please follow [THIS LINK]. If you have any questions or require additional information, please do not hesitate to contact [CCRC RESEARCHER] at [CONTACT INFORMATION].

All the best,

CCRC research team / [RESEARCHERS' NAMES/EMAILS]

Attachments: (1) Information for Instructors, (2) Instructor Research Activities and Time

Follow-up email to instructors

TO: [INSTRUCTOR]
SUBJECT: Follow-up invitation to learn about using technology and earn up to $550

Dear [INSTRUCTOR],

We are writing to follow up on our invitation to participate in a free professional learning course and study focused on using technology to create active, engaging learning environments. Attached is more information about the course and the research study.

You can sign up to participate using [THIS LINK]. If you have any questions as you consider this opportunity, please contact me at [CONTACT INFORMATION] (CCRC). We are happy to answer any questions you may have. Please let us know how we can be helpful as you consider this opportunity.

Thank you very much for your time!

Best,

CCRC research team / [RESEARCHERS' NAMES/EMAILS]

Attachments: (1) Information for Instructors, (2) Research Timeline

9. Information for instructors

Using Technology to Support Postsecondary Student Learning:
Information for Instructors

Community college students benefit from active, engaging learning and meaningful connections with peers and instructors. When effectively used, technology can help create these types of learning environments. We invite you to participate in a free research-based virtual course focused on using technology tools to improve student learning. Instructors who participate in the course and all associated research activities will receive $550 in incentives. A maximum of 120 instructors across approximately four Oregon community colleges will participate in the professional learning course and research study.

The professional learning course
The Regional Educational Laboratory Northwest (REL NW) co-designed the *Using Technology to Support Postsecondary Student Learning* course with community college instructors in Oregon. Based on the *Using Technology to Support Postsecondary Student Learning* practice guide, the course offers practical strategies to implement five evidence-based practices:

1. Use communication and collaboration tools to increase interaction among students and between students and instructors.

2. Use varied, personalized, and readily available digital resources to design and deliver instructional content.

3. Incorporate technology that models and fosters self-regulated learning strategies.

4. Use technology to provide timely and targeted feedback on student performance.

5. Use simulation technologies that help students engage in complex problem solving.

This course is designed for community college instructors across disciplines. The 16 hours of professional learning includes

- four 2-hour virtual synchronous sessions where instructors will collaborate in activities relevant to the practice guide recommendations, and

- a total of 8 hours of asynchronous independent learning activities that help participants focus on specific areas of improvement and interest.

The study
We're offering free participation in the course through a study funded by the U.S. Department of Education's Institute of Education Sciences. The study, led by Community College Research Center (CCRC), will determine whether and how the course improves instructors' comfort with and knowledge of technology tools for learning and students' engagement and achievement.

- **Who is eligible?** All full-time and part-time instructors teaching at least one credit-bearing course in any discipline, including developmental-level courses, are eligible to participate. Instructors who exclusively teach courses that are noncredit, continuing education, and/or courses that enroll exclusively dually enrolled students are not eligible.

- **What incentives are available?**
    - Instructors who participate in the research activities will receive $550 in incentives.

- **What will happen if I participate?**
    - All instructors will complete an application form that includes a brief survey in the spring of 2024 and take another brief survey in the fall of 2024.
    - Instructors will be randomly assigned to participate in the professional learning course either in summer 2024 (treatment group) or 2025 (comparison group).
    - Instructors in both groups will identify one "focal course" that is the reference course for the study; students enrolled in focal courses in fall 2024 will comprise the student sample.
    - Instructors in both groups will be asked to remind their students to take a survey.
    - A subset of the instructors will participate in a focus group and share their course materials.
    - Instructors in both groups who participate in study activities will receive two payments of $250 (one in the summer and one in fall of 2024), plus a $50 gift card for reminding their students about the survey.

Participation is voluntary and will have no positive or negative impact on instructor employment or standing at the college.

Instructor activities

Activity	Treatment Group	Comparison Group
Complete application form and survey	Spring 2024	Spring 2024
Participate in the course	Summer 2024	Spring/summer 2025
Complete instructor survey	Fall 2024	Fall 2024
Participate in a focus group and provide researchers access to course materials (subset of instructors)	Fall 2024	Fall 2024
Remind students to take a survey	Fall 2024	Fall 2024

Benefits of participation

Participating in the course and the study offers the following benefits for you, your students, and colleges around the country:

- You gain skills and strategies for incorporating technology to create active and engaging learning environments.

- Your students benefit from your new knowledge about using technology and digital tools more effectively and meaningfully in the classroom.

- Community colleges around the country benefit from access to the course once it has been revised based on your input.

We hope that you will consider participating in this unique opportunity. We are eager to work with instructors who are interested in improving their use of technology in teaching. If you are interested in participating, follow [THIS LINK] to apply. For more information about the study, please contact [NAME] at CCRC. Thank you for your time and consideration

11.Instructor study group assignment notifications

Instructor study group assignment notifications for treatment group

TO: [INSTRUCTOR]
SUBJECT: Notification of your study group assignment

Dear [INSTRUCTOR],

Thank you for your application to participate in the professional learning course based on *Using Technology to Support Postsecondary Student Learning*.

You have been selected to participate in the **Treatment Group**. This means that you will participate in 16 hours of virtual professional learning (8 hours of synchronous sessions and 8 hours of asynchronous activities) during summer 2024. [ADD DATES/TIMES.] During the fall 2024 term, you will also be asked to complete a survey and to remind your students to complete a survey. A small number of instructors in the Summer 2024 Group will be asked to participate in a focus group and to share syllabi and other course materials with the research team. You will receive $550 in incentives for your participation in the workshop and study.

The attached Instructor Research Activities and Timeline document provides more details. We value your participation in this important study. Please reach out to [RESEARCHER NAME] at [RESEARCHER EMAIL] if you have any questions.

Please look for an email from [FACILITATOR NAME] with information about this summer's workshop session.

Best,

CCRC research team / [RESEARCHERS' NAMES]

Attachment: (1) Instructor Research Activities and Timeline

Instructor study group assignment notifications for comparison group

>TO: [INSTRUCTOR]
>SUBJECT: Notification of your study group assignment
>
>Dear [INSTRUCTOR],
>
>Thank you for your application to participate in the professional learning course based on *Using Technology to Support Postsecondary Student Learning*.
>
>You have been selected to participate in the **comparison group**. As a member of the comparison group, you will participate in the research activities before you participate in the professional learning course. For the research activities during the fall 2024 term, you will be asked to complete a survey and to remind your students to complete a survey. A small number of instructors in the comparison will also be asked to participate in a focus group and to share syllabi and other course materials with the research team. You will receive $550 in incentives for your participation in the research activities during 2024.
>
>In 2025, you will have the opportunity to participate in the professional learning course, which consists of 16 hours of virtual professional learning time (8 hours of synchronous sessions and 8 hours of asynchronous activities). The course will provide you with tools and strategies that can be applied immediately to your teaching practice.
>
>The attached Instructor Research Activities and Timeline document provides more details. We value your participation in this important study. Please reach out to [RESEARCHER NAME] at [RESEARCHER EMAIL] if you have any questions.
>
>
>Best,
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>CCRC research team / [RESEARCHERS' NAMES]
>
>
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