

Alternative Credit for Faculty Promotion Purposes: Teaching and Designing Hybrid Courses - A Two "Credit" OER Faculty Training Course

Dr. Julie Shattuck



Pathways to Promotion: Alternative Credit

Center for Teaching and Learning (CTL) Alternative Credit:

Alternative Credit refers to professional development activities that can be seen to be equivalent to graduate level study. To encourage professional growth and life-long learning, the College recognizes various activities both inside and outside the traditional academic framework as criteria for the awarding of alternative credits. These activities can take many forms, for example, instruction by others, professional licensing requirements, scholarly research, and experiential learning/self-study/creative performance. Alternative credit can be awarded in full or half-credit units.

Managed by faculty peers: Alternative Credit Approval Team (ACAT)

Teaching and Learning Hours Track	ACAT Approved	# of Alt Credits	Fall 16	Spr 17	Sum 17	Fall 17	Spr 18	Sum 18	Fall 18	Spr 19	Sum 19	Fall 19	Spr 20
Culturally Responsive Teaching and Cultural/Global Competence													
Culturally Responsive Teaching 1	Spring 18	3							x	x		x	x
Culturally Responsive Teaching 2	Spring 18	1 or 2							x	x		x	x
Teaching with Dignity	Fall 18	2								x			
Instructional Methods for ELL Students	In early dev	1 or 2											
Faculty Leadership and Academic Management													
New Faculty Orientation (NFO)	Fall 16	1	x	x		x	x		x	x		x	x
New Faculty Prior CTL Professional Development Credit	Spring 18	varies							x	x		x	x
Faculty Advising Training	Spring 17	2											ongoing
Scholarship of Teaching and Learning													
SoTL Teaching Naked Series	Fall 16	1	x	x		x	x						phased out
Honors Methods for Faculty	Fall 16	up to 3	x	x		x	x		x	x			?
Independent Projects for CTL Alt Credit	Rev: 17 & 18	varies											ongoing
Discipline-specific: AHW/Nursing Contact Hour Conversion	Spring 18	varies											ongoing
Assessment	Forthcoming											?	?
Technology, Teaching, and Innovation													
OER 1: Introduction to OER	Spring 17	1		x	x	x	x	x	x	x	x	x	?
OER 2: Practical Application	Spring 17	2 or 3		x	x	x	x	x	x	x	x	x	?
OER 3: Master Course Shell	Spring 17	1		x	x	x	x	x	x	x	x	x	?
Online Teaching Course (COTE)	Rev: Spring 17	2	x	x		x	x	x	x	x	x	?	?
Teaching & Designing Hybrid Courses	Fall 17	2					x	x	x	x	x	x	?
QM 1: Applying the Rubric	Rev: Fall 16	1											ongoing
QM 2: Peer Reviewer	Rev: Fall 16	1											ongoing
QM 3: Master Reviewer	Rev: Fall 16	1											ongoing

Teaching and Designing Hybrid Courses

Core Learning Outcomes (adapted from the OER resource: [The Blended Learning Toolkit](#)):

Upon completion of this course, you will be able to:

- Identify the general benefits of hybrid learning
- Recognize a range of implementation options possible in developing hybrid courses
- Articulate design plans for “blending” one of the courses you teach
- Plan for instructionally relevant interactions with students in your hybrid course
- Determine assessments appropriate for the learning objectives you’ve established in your blended course
- Determine a balance of appropriate online and on-campus content and activities
- Recognize factors associated with high quality hybrid courses
- Identify to-do items necessary for a successful launch of your hybrid course

Course Orientation Video Clip (4 minutes)

Announcements

Welcome!

Posted on: Wednesday, January 23, 2019 1:47:59 PM EST

Welcome to our hybrid training course! I'm really looking forward to exploring teaching and designing hybrid courses with you this semester. I've emailed you a "Welcome Letter" and here's a copy: [Welcome Letter.doc](#)

Please do the following to get started on this course:

1. On the left-hand menu, click on the "About This Course" button to find out how to get started in this course and to familiarize yourself with the features of this course. Feel free to contact me anytime, my information is posted under "Faculty."
2. Print out a copy of the syllabus and make a note of the due dates for the assessments. All the dates are given in the "Topical Course Outline" at the end of the syllabus. The course officially start on Monday, February 4, but I've made it available early, so you can preview it.
3. Click on the "Weekly Contents Folders" button to find the weekly assignment folders. Go to Week 1 to find out everything that you need to do in the first week of this course.
4. Introduce yourself in the first discussion board (which opens on Thursday, January 31).

Please let me know if you have any questions about this course. I am looking forward to working with you all over the next six weeks.

Julie

[Course Link/About This Course](#)

Dates	Topic <i>On-Campus Workshop/Webinar Activities in Bold Italics</i>	Assessments
1: 2/4-2/10	Understanding Hybrid/Blended Learning <i>Workshop 2/8, 10-11:30am: Course Orientation and Identify Hybrid Course</i>	Course Orientation Quiz – Due 2/7 Discussion Board 1 – Initial Posts Due 2/7, Follow-Up Posts Due 2/10 Portfolio 1 Due 2/10
2: 2/11- 2/17	A Conceptual Framework for Learning in Hybrid Environments Hybrid Course Design Plans	Discussion Board 2 – Initial Posts Due 2/14, Follow-Up Posts Due 2/17 Portfolio 2 Due 2/17
3: 2/18- 2/24	Interactions in Hybrid Courses Using Module/Weekly Learning Outcomes to Organize Your Blend <i>Workshop 2/22 10:00-11:30am: What Goes Where? On-Campus v. Online Activities</i>	Discussion Board 3 – Initial Posts Due 2/21, Follow-Up Posts Due 2/24 Portfolio 3 Due 2/24
4: 2/25-3/3	Assessments of Learning Designing a Hybrid Course Topical Outline	Discussion Board 4 – Initial Posts Due 2/28, Follow-Up Posts Due 3/3 Portfolio 4 Due 3/3
5: 3/4-3/10	Content and Assignments Calculating "Time on Task" for a Hybrid Course	Discussion Board 5 – Initial Posts Due 3/7, Follow-Up Posts Due 3/10 Portfolio 5 Due 3/10
6: 3/11- 3/17	Quality Assurance in Blended Learning Virtual Presentation <i>Webinar 3/15 10:00-11:30am: Virtual Presentation and Course Wrap Up</i>	Discussion Board 6 – Initial Posts Due 3/14, Follow-Up Posts Due 3/17 Virtual Presentation Due 3/15 (BEFORE 10am)

Weekly Assignments Folders



Learning Objectives and Weekly Checklist

Attached Files: Week 1 Checklist.doc (52 KB)

Open the attached document to see a checklist of all the activities that you need to complete this week in order to meet the weekly learning objectives.



Complete the Course Orientation Quiz

The aim of this quiz is to help you explore this course site and understand the syllabus. You can find all the answers by looking at the information in this Blackboard site or the syllabus. You can take this quiz twice.



Read BlendKit Chapter 1



Supplementary Materials

Access one or more of the resources in this folder to supplement this week's textbook reading and help you support your responses to the discussion board.



On-Campus Workshop and Portfolio Assignment 1

Enabled: Statistics Tracking

The content in this folder will be available on the day of the workshop.



Participate in Discussion 1: What is Hybrid/Blended Learning?

Part 1: Introduce yourself to your classmates. Tell us: - Who you are and a little bit about yourself (perhaps about your family, your job, your hobbies...?) - Why you are taking this course and what you expect to get from it - Anything else you'd like to share with us?

Part 2: After you have read Chapter 1 of our OER textbook, BlendKit, and looked at at least one of the supplementary materials posted in this Weekly folder, post your responses to at least one of the following questions. If a classmate has already posted a response to a particular question, make sure you either choose a different question or that you respond and add to their post rather than repeat what was posted. **Post your initial thoughts by Thursday and several follow-up posts by Sunday.**

Portfolio Assignments

This course has five portfolios, one each in weeks 1-5. The portfolios focus on you completing practical work toward designing a hybrid course and making key decisions about how you will teach your hybrid course. Your progress in planning your hybrid course will depend on the course you choose and your familiarity with it. For some participants who are converting an online course they designed using Quality Matters standards which they have taught previously, the expectation is that you should finish "Teaching Hybrid Courses" with a substantially developed syllabus and teaching plan. For other participants who choose to work with a course they are not familiar with, the expectation is that you make good progress toward finishing the course with a draft hybrid course syllabus. Some of you will fall in the middle of these two extremes.

Portfolio/Due Date	Learning Objective
One – Due 2/10	Identify a course to use for your portfolio work
Two – Due 2/17	Explore methods for creating a design plan for your identified course
Three – Due 2/24	Articulate module/weekly learning objectives to organize one module/week in your hybrid course
Four – Due 3/3	Design a hybrid course topical outline
Five – Due 3/10	Calculate a hybrid course "Time on Task" out of class work summary

What Did You Like Best About the Course?

- I liked the portfolio assignments best. These assignments really made me think about design elements and reference the readings. I also appreciated the discussion boards, both small and large group. I felt like I learned a lot from my fellow colleagues.
- I most appreciated the structure of this course and the reading materials combined with D.B. conversations. The portfolios were also especially helpful. Basically everything.
- The resources and empirical findings that support online/hybrid learning. Often there is a reputation of schools becoming degree-mills but there is a lot of evidence that supports the flexibility and quality of online learning.
- I enjoyed the discussion boards immensely. They modeled how to run a discussion board in a hybrid course and they allowed for productive interaction among students. I also thought that the chapter readings and the portfolios were very useful.
- The portfolios and the discussion boards. I also liked the BlendKit material.

What Did You Like Least?

- There was no aspect I did not like.
- There was A LOT to do, it was all valuable but hard for me to stay motivated to do the work.
- N/A
- I did not like the small group discussions as much as the whole-class discussions. I wondered if I missed anything important, or anything that would have been particularly beneficial to me, that was discussed in the other small group.
- I really can't think of anything. I would like to have had an face to face tutorial in Camtasia or Adobe Connect for creating virtual presentations, but that is just personal preference. I need to learn ways to do tutorials for my courses.

Participants

- Spring 2018: 12 Completed
- Summer 2018: 13 Completed
- Spring 2019: 15 Taking

- Full-Time Faculty: 9
- Part-Time Faculty: 26
- Administrators: 5

- Facilitators: Full-Time Faculty (compensated for teaching 2 credits)

Any Questions/Comments...?

jshattuck@frederick.edu



Some Light Reading... 😊

Shattuck, J., Hawkins, T., Coldren, G., Trigger, K., Angleberger, B., Dankanich, N., & Clayton, A. (2016). Pathways to promotion: Redesigning a community college faculty promotion process. *Community College Journal of Research and Practice*, 1-16. doi. <http://dx.doi.org/10.1080/10668926.2016.1244498>