Guidelines for Teaching & Learning with Technology

Definitions and Design Expectations

Revised 12-19-18

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For those who choose to engage in online instruction, following are expectations and timelines for development and review by an instructional design team that includes the faculty member and others. Course content remains subject to approval by the academic department and Curriculum Development Committee.

I. Definitions

Face to Face courses (traditional): Courses in which instruction and learning activities occur all or almost all in a physical classroom setting.

Technology-based teaching methodologies:

Flipped or Blended Course: Instructional and learning activities may feature integrated technological components that complement the in-class lesson. The activities can be offered to the students synchronously or asynchronously.

Hybrid Course: A course in which online learning and activities replace a portion of the face-to-face instruction and learning activities. In a Hybrid course, somewhere between 25-50% of course activities happen outside of a traditional brick and mortar classroom. Hybrid classes are strongly encouraged to meet face-to-face at least once per week during the semester unless an internship, project, or other special activity requires a hiatus. Expectation for face-to-face office hours are the same as for in-person classes (3 hours/week).
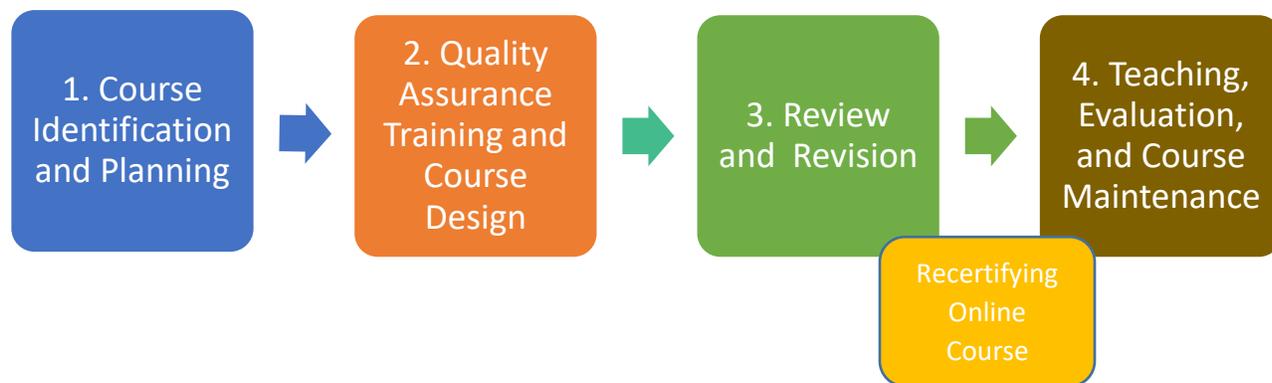
Online Course: In an online course more than half of all instruction and learning activities occur outside of brick and mortar classroom — online. These activities can be synchronous or asynchronous, and most often they include a combination of both. Expectation for office hours are not the same as for in-person classes; while the time remains the same (3 hours/week), the instructor should be available synchronously online. Albright allows online courses in the ADP and graduate programs and in the interim and summer terms in the traditional day program, except for day FYS, Synthesis, and senior capstone courses.

Note: "4th-hour" activities, for 4-credit courses that meet 3 hours, are not included in the % definitions above, since by definition these activities fall outside of regular class time. See http://www.albright.edu/sloan/Fourth%20Hour.html for Albright's policy of the "fourth hour of quality" and credit hours.

To assure measurable outcomes and maintain academic standards, Albright is committed to using Quality Matters standards for all courses that have online instructional components (Hybrid and Online). The College pays approved costs for training and course review.

II. Developing Technology-based Teaching and Learning

A. Online Course Development Cycle

| 1. Course Identification and Planning | 2. Quality Assurance Training and Course Design | 3. Review and Revision | 4. Teaching, Evaluation, and Course Maintenance |

Recertifying Online Course

1. Course Identification & Planning	2. Training & Course Development	3. Review and Revision	4. Teaching, Evaluation, and Course Maintenance
• Department approval • Contract signed • Design team identified • Training plan and deadlines for deliverables established by working backward from due date	• QM Training for Faculty Designer and meetings with Instructional Designer • Inventory existing resources • List materials to develop • Identify technologies to use • Determine assessments • Copyright, accessibility, and OER addressed with team throughout • Midpoint check decides to continue or stop	• Complete QM Worksheet and self-review • Revise as needed and submit for peer-review • Peer-Review by team • Meeting with Faculty Designer and Instructional Designer to review feedback • Course approved, disapproved, or sent back for revision	• Teach and evaluate course • Post-instruction meeting • Complete Readiness Checklist, revise, and check links and resources two weeks before next offering.

NOTE ON ENROLLMENT CAPS:
First time a course is taught – 14
First online course for instructor – 14
Usual online cap – 20
Caps may increase with instructor approval

Recertifying Online Course
- Course review of existing course by Instructional Designer is triggered 4 years after first offering or major change in resources, QM Rubric, or LMS.
- Review consists of self-review and peer review no later than 30 days before course is published for registration.

B. Hybrid Course Development Cycle

(Note that converting an approved online course to a hybrid requires only a Quality Matters review)

1. Make a Plan

- Departmental approval
- Training plan and deadlines established working backwards from due date
- Instructional designer team member assigned
- Decide on f2f/online ratio
- Identify online modules and objectives

2. Train and Build

- QM Training for Faculty designer
- Inventory existing resources
- List materials to develop
- Identify technologies to use
- Determine assessments
- Copyright, accessibility, and OER addressed

4. Review and Revise

- Complete QM Worksheet and self-review online modules
- Revise as needed and submit for peer review
- Meeting with Faculty and Instructional Designer to review feedback

3. Teach and Evaluate and Maintain

- Teach and evaluate course
- Post-instruction meeting
- Complete Readiness Checklist, revise, and check links and resources two weeks before next offering.

Recertifying Hybrid Course
- Course review of existing course by Instructional Designer is triggered 4 years after first offering or major change in resources, QM Rubric, or LMS.
- Review consists of self-review and peer review no later than 30 days before course is published for registration.

III. Timelines

Traditional Program Courses

Summer Offerings	**New Courses** • Course Identification and Planning must be started by Oct 1 of the previous calendar year. • Self-Review and Revision must be completed prior to the course being published to the Summer schedule in February **Existing Courses** • Course Readiness checklist for subsequent course offerings must be completed by May 1.
Interim Offerings	**New Courses** • Course Identification and Planning must be started by June 1 of the previous calendar year. • Self-Review and Revision must be completed prior to the course being published to the Interim schedule in October **Existing Courses** • Course Maintenance checklist for subsequent course offerings must be completed by Dec 1.
Fall Offerings **Hybrid Only**	**New Courses** • Course Identification and Planning must be started by Nov 1 of the previous calendar year. • Self-Review and Revision must be completed prior to the course being published to the Fall schedule in April **Existing Courses** • Course Maintenance checklist for subsequent course offerings must be completed by August 15.
Spring Offerings **Hybrid Only**	**New Courses** • Course Identification and Planning must be started by June 1 of the previous calendar year. • Self-Review and Revision must be completed prior to the course being published to the Spring schedule in November **Existing Courses** • Course Maintenance checklist for subsequent course offerings must be completed by December 15.

SPS Courses

SPS online courses may be offered year round. Course offerings are published 6 months prior to course start dates.	**New Courses** • Course Identification and Planning must be started no later than 8 months prior to the course publication date. • The midpoint check must be completed and approved prior to the course being published on the SPS schedule to offer the best path to success of course design completion. **Existing Courses** • Course Maintenance checklist for subsequent course offerings must be completed by 6 weeks prior to course start

IV. Design Team Roles

The design team will be assembled during Phase #1. Depending on the type and scope of the project and the faculty knowledge base for content and technology, Instructional Design teams may be made up from the following roles:

Faculty Designer	• Subject matter expert • Develops course objectives and matches to curricular and general education goals, if applicable
Instructional Technologist	• Acts as a project manager for each project • Supports Instructional Designer as needed with course design tasks • Trained in quality assurance model • May act as peer reviewer and review course maintenance checklists
Instructional Designer	• Acts as a pedagogical and design consultant • Trained in quality assurance model and oversees that course design project adheres to these standards • Applies an instructional design model • Assists in selecting course materials and learning objectives that are supported by online pedagogy • Provides assistance with technical aspects of course (i.e., Instructional Equivalencies chart development, course graphics, video assistance and content creation, choosing resources, test course links, proofreading, student directions) • Works to support ADA accessibility of course materials • Provides support for adding objects into LMS to ensure a consistent look and feel to support student success • Assist project in locating Open Education Resources (OER) for course adoption • May act as peer reviewer and review course maintenance checklists
LMS Administrator	• Provides support for building course in LMS
Librarian	• Provides guidance on copyright clearance and reserve readings
Disability Services Director	• Assist as needed with accessibility-related issues
Academic Support Services	• Where appropriate, collaborate with Academic Learning Center, Writing Center, or SPS academic support