UBT Hybrid Faculty and Student Development Program

Training Framework Team

April 28, 2021

Introduction:

The faculty Development Team has met four times to discuss how UBT will develop and equip faculty members to transition to Hybrid modality. During the fourth meeting on the 27th of April 2021. The team has agreed on the following provision for the faculty development.

The team has made sure that the chosen provider needs to align with the following constraints:

- Provide training and development for **all** UBT faculty members.
- All Workshops start to be offered **1st August and finish the training by end of August.**
- Focus of the workshop will be on (1. Online Learning and Teaching, 2. Assessment, 3. Content 4. Editing)
- All Sessions and application should be compatible with **Blackboard Ultra** (focusing on design)

Purpose:

UBT is transitioning some of its courses to the Hybrid modalities. Hybrid Education requires developing the skills of both faculty members, administrators, and students.

The purpose of this proposal is to provide and ongoing development opportunities for UBT faculty and students in their transition to Hybrid Education.

The faculty development will pass through four stages 1) A general awareness 2) Focused workshops for the group of faculty members who will start teaching Hybrid courses 3) A group of instructional designers will review the courses to assure compliance with the standards 4) Final certification for those who will be chosen to teach in the Hybrid modality by Quality Matters.

Students will have an online placed on the Blackboard Ultra the course will be available for all UBT students. The course will be covering the basics of the cognitive sciences field in addition to an introduction of learning online.

During the discussion with for example Franklin University they have expressed the option of providing faculty members that can teach the courses offered by UBT.
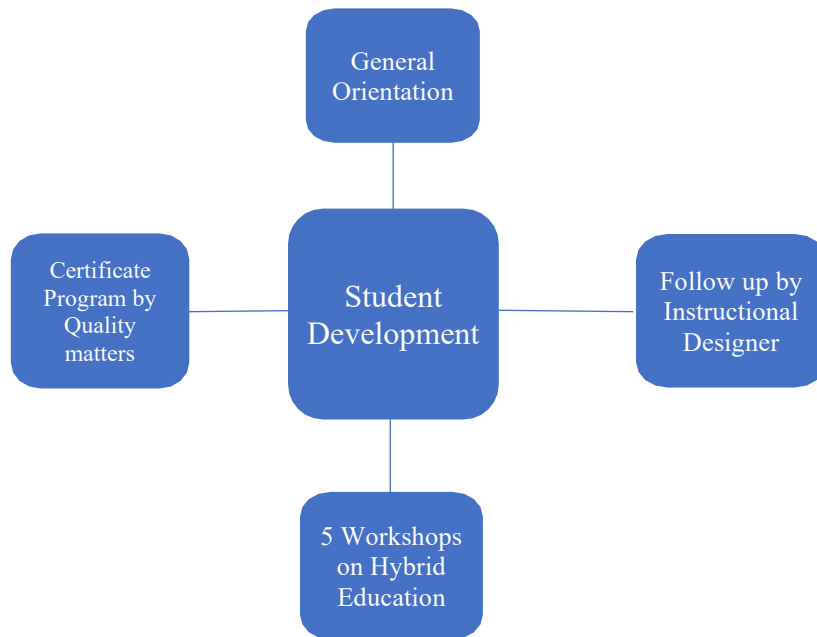
Blackboard Training Session:

All blackboard training sessions will be provided by the Department of E-learning with no additional costs on the training of the Blackboard Ultra platform for both faculty and students.

In case there are any additional integrated tool with Blackboard that requires additional training such as(Virtual Labs, Examination tools…etc) a separate proposal will be provided.

Blackboard training will be planned as following:

Duration

This workshop is delivered online in 3 consecutive days. A recorded version of this workshop will be available via Collaborate.

Who Should Attend?

Teaching Modules: These modules are intended for New Faculty Members, Course Builders, and Support Personnel who will be using or managing courses using Blackboard Ultra Course View.

Students will have an online placed on the Blackboard Ultra the course will be available for all UBT students. The course will be covering the basics of the cognitive sciences field in addition to an introduction of learning online.

Workshop Content

The teaching modules provide hands-on instruction covering numerous course-building, assessment, and communication tools available in Blackboard Learn. A variety of activities and best-practice discussions provide a very thorough understanding of how to efficiently manage teaching tasks and create dynamic learning environments for students.

Delivery Modality

Remote Delivery: The sessions will be delivered in a two two-hour synchronous Collaborate sessions followed up by one hour of guided hands-on practice.

Teaching Modules

Module T1: Getting Started with Learn
By the end of the module, participants should be able to:

- Identify the key features and core functions of the Blackboard Learn user interface.
- Reflect on the different models of learning environments that span the continuum between face-to- face learning and purely distance learning.
- Recognize what makes for clear course navigation and begin planning how you will set up your course to provide clear navigation for students.

Module T2: Presenting Dynamic Content
By the end of the module, participants should be able to:

- Recognize and demonstrate the range of tools that can be used to create dynamic learning content within a course.
- Identify best practices to organize and add course content.

Module T3: Designing Engaging Discussions
By the end of the module, participants should be able to:

- Identify and discuss the advantages of using discussions within online courses.
- Recognize and explore different tools to promote discussions.
- Discuss effective question design and netiquette guidelines.

Module T4: Assessments & Rubrics Ultra Courses Only
By the end of the module, participants should be able to:

- Review the stages of the assessment cycle.
- Distinguish between formative and summative assessment methods and relate these to good practice in course design.
- Identify use cases for rubrics in grading and activity design

Module T5: Master the Gradebook
By the end of the module, participants should be able to:

- Configure course grading to make it easier for students to understand their performance.
- Identify and manipulate Grade Center / Gradebook features to enhance the ability to monitor learner performance.
- Customize course grading to increase instructor efficiency.

Module T06: Groups & Customized Learning Paths
By the end of the module, participants should:

- Identify ways to best incorporate groups online
- Review options to assess group participation or contribution
- Examine options for customizing individual content delivery

Module T07: Apps for Learn
By the end of the module, participants should be able to:

- Download apps from the app store.
- Configure your mobile device for your institution.
- Best practices for end user use of the app.

Faculty Development Sessions:

The team has agreed that the workshops will be provided by Dr. Brian Beatty, below is a simple introduction about Prof. Beatty.

Dr. Brian Beatty is Associate Professor of Instructional Technologies in the Department of Equity, Leadership Studies and Instructional Technologies at San Francisco State University. Brian's primary areas of interest and research include social interaction in online learning, flipped classroom implementation, and developing instructional design theory for Hybrid-Flexible learning environments. At SFSU, Dr. Beatty pioneered the development and evaluation of the HyFlex course design model for blended learning environments, implementing a "student-directed-hybrid" approach to better support student learning.

Previously (2012 – 2020), Brian was Vice President for Academic Affairs Operations at San Francisco State University (SFSU), overseeing the Academic Technology unit and coordinating the use of technology in the academic programs across the university. He worked closely with IT professionals and leaders in other units to coordinate overall information technology strategic management at SFSU. Prior to 2012, Brian was Associate Professor and Chair of the Instructional Technologies department in the Graduate College of Education at SFSU. He received his Ph.D. in Instructional Systems Technology from Indiana University Bloomington in 2002.

https://hyflexworld.files.wordpress.com/2020/02/beatty_cv_feb2020.pdf

Cost of the Faculty Development Sessions:

Provider	Description
Dr. Brian Beatty	Awareness Webinar
Dr. Brian Beatty	5 Workshops for all UBT faculty
Dr. Brian Beatty	Instructional Design Support
Dr. Brian Beatty	Student Online Course
Quality Matters	Online Teaching Certificate

The first two weeks sessions will run twice a day (after 5:00 pm) starting August 19th till Sept 7th then one session per day for the final group. Priority will be given to faculty teaching in the Hybrid Modality.

August 19th & Sept 26th & Sept 7th	Workshop Open in LMS: What is HyFlex? Recording
August 23rd & Sept 31st & Sept 8th	Session 1: Developing a HyFlex Strategy
August 24th & Sept 1st & Sept 9th	Session 2: Designing your HyFlex Solution
August 25th & Sept 2nd & Sept 13th	Session 3: Engagement Strategies Across Modes
August 26th & Sept 6th & Sept 14th	Session 4: Implementing HyFlex
August 30th & Sept 7th & Sept 15th	Session 5: Evaluating your HyFlex Program

Faculty members teaching using the Hybrid Modality will take the Quality Matters Certificate during the summer.

Students' Online course easing their transition will be available for all students through UBT Blackboard at the beginning of the Fall semester.

The sessions:

A. Awareness building webinar: What is HyFlex?

- Definition, fundamental principles
- Basic design concept, use cases
- How does this approach support more effective student learning?
- 60-90 minutes, date and time TBD

B. Five webinars (two scheduled in AM, two scheduled in PM, each with half the faculty, approximately 70) for each of the five workshop sessions (M-F), followed by smaller asynchronous assignments and discussions after each large session – five groups, approximately 28 faculty per group.

C. Student Support for Learning in All Modes

- Online, self-paced training materials for students - loaded into LMS or posted to UBT website
- Approximately 60-90 minutes of materials for students to review, including:
- Learning fundamentals (how the brain learns, improving memory, learning through doing (generative learning)
    - Sections for classroom learning, online learning and hybrid learning (includinghow to decide which mode to use in HyFlex)
- Use of multiple short (3-5 min) videos focused on specific topics; expected 10-12

topics, with one video each.

- Tips and Guidelines suitable for download and printing (PDF); "takeaway" guidance for reference and later review.
- **Timeline:** June 2021 design, July 2021 development and testing, posted for students by mid-August 2021.

D. Follow-on instructional design review and consulting for faculty working on the redesign of specific courses

- Individual consultation with Dr. Beatty and up to one additional instructional designer to guide faculty and review the planning and building of a HyFlex course
- Consultation through web conferencing, email, and online LMS course review
  - Three web conferencing sessions for each faculty, spaced one-two weeks apart(based on faculty pace):
- initial review and HyFlex planning,
- in-progress review and updates
- final summative review (potential "certification")
- Schedule TBD, expected consultations to be completed from late August 2021 through October 2021 (depends primarily on faculty pace)

What is HyFlex? *(Pre-workshop webinar recording for all participants)*
- Summary of HyFlex beginnings and adoption since 2005
- HyFlex Definition and Four Fundamental Principles
- Basic Design Approach: Outcomes, Content, Assessment, Engagement and Evaluation
- Strategic opportunity for Fall 2021 and beyond: physical distancing, student participation limitations, preparing for instructional continuity

Session 1: Developing a HyFlex Strategy
1. What are common challenges and benefits of HyFlex instruction?
2. What are the specific problems and opportunities around course delivery and student participation facing your institution, students, and you personally this coming year?
3. Select a course (or courses) to use as a context for workshop activities.

   Application Activity: Initial discussion post about personal context, workshop objectives and initial questions, hopes and concerns. Optional worksheet activity: Assess the challenges (costs) and opportunities (values)

Session 2: Designing your HyFlex Solution
1) What does the HyFlex form look like in various class-types?
2) Fundamental design and development process: Considering Online Quality (QM), Universal Design for Learning (UDL)
3) Review and modify learning outcomes and objectives.
4) Identify, select and create content (information sources).
5) Plan for the consistent assessment of learning in all modes. Planning for ongoing evaluation of learning – formative (learning progress) and summative (grades)

Application Activity: Review learning outcomes. Identify information sources for all modes. Draft assessment plan. Optional worksheet activity: Post summary to discussionforum for feedback.

Session 3: Engagement Strategies Across Modes
1) Develop engagement approaches for all students that support the formation of an interactive learning community.
2) Establishing and maintaining presence in a HyFlex course: teacher, social, and cognitive (Community of Inquiry framework)
3) Synchronous engagement effective practices, including simultaneous teaching (classroom and synchronous online)
4) Asynchronous engagement effective practices

Application Activity: Draft engagement plan, considering faculty workflow changes.Optional worksheet activity: Post summary to discussion forum for feedback.

Session 4: Implementing HyFlex
1) How is a HyFlex course or program implemented?
2) Technical factors (systems and support): examples of learning spaces used for HyFlex, including audio and video solutions
3) Learning-related factors (student support focus)
4) Teaching-related factors (faculty support focus)
5) Realigning workload and workflow expectations
6) How will your HyFlex course be implemented locally?

Application Activity: List implementation issues and challenges that must be addressed. Begin working on a solution plan. Optional worksheet activity: Post to discussion forumfor peer discussion.

Session 5: Evaluating your HyFlex Program
1) What are you planning? Why this design?
2) What are the expected impacts on student participation and course achievement? program delivery? organizational goals?
3) How will you communicate the program, goals and successes to your community?

Application Activity: Develop/revise and work your course development plan. Optional worksheet activity: Post draft to discussion forum for feedback.

Quality Matters Teaching Online Certificate:

The certificate will be provided to the chosen faculty who will teach the Hybrid courses.

The QM Teaching Online Certificate enables instructors to demonstrate their knowledge

mastery of online teaching. The seven workshops that make up the Teaching Online Certificate include competencies aligned with QM's Online Instructor Skill Set. Instructors who take the series are provided with the background knowledge needed for teaching online. The workshops will provide both current and potential online instructors with the experience of learning online from the student's perspective.