Empowering Instructors through Course Development Partnerships

Dr. Sarah Parlier, Blue Ridge Community College



Objectives and Outcomes

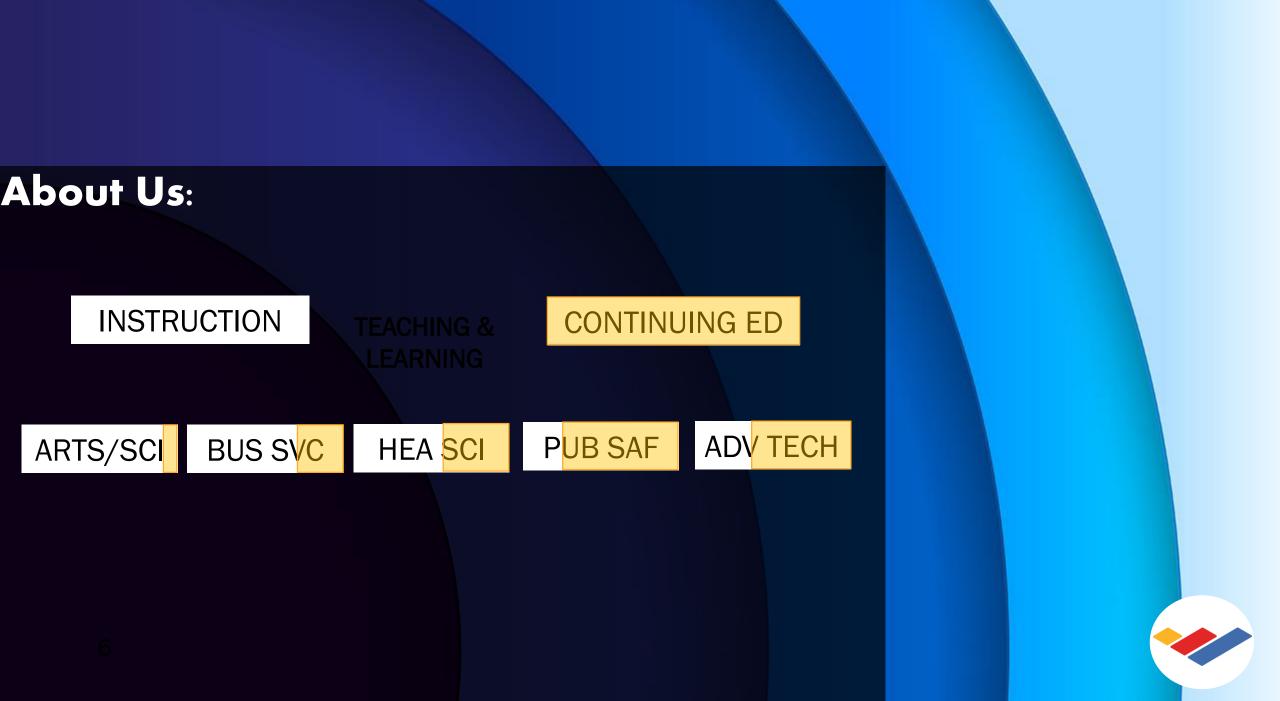
- The presenter will share a sustainable process for developing high quality curriculum and continuing education courses
- The presenter will share lessons learned and will offer recommendations for initiating a course development process.

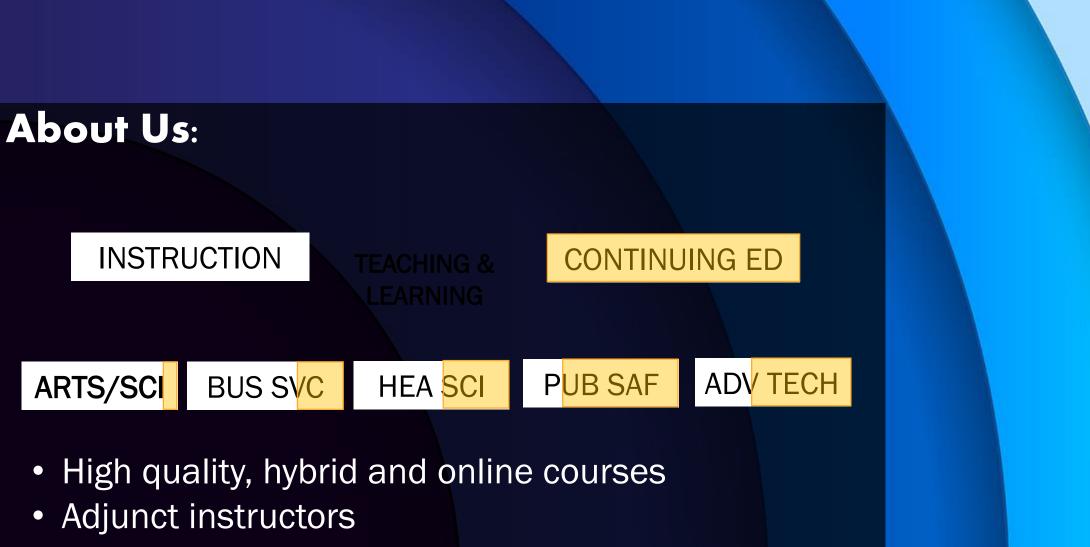
Objectives and Outcomes

- Participants will reflect on their own institution's course development process(es).
- Participants will share challenges and successes experienced in developing and revising courses.
- Participants will identify areas where new structures and processes can be implemented.



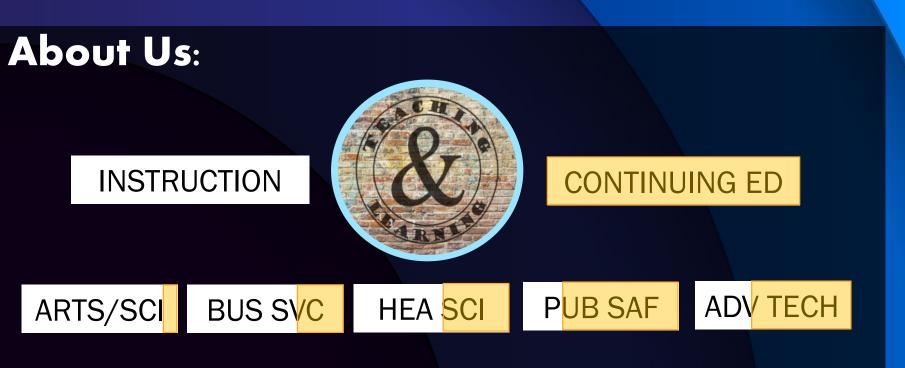






• Short timelines





- High quality, hybrid and online courses
- Adjunct instructors
- Short timelines

Response One: Staffing



Kevin: Ed Tech, LMS, Video



Sarah: Curric.& Inst., Project Management, Communication



Jamie: Ed Tech, LMS, IT

Response Two: Process

- Meeting
- Instructor/Developer
- Instructional Designer partner
- Stipend
- Timeline

Course Development Assignment

This is an assignment for additional duties by the College and a current College employee (the "Instructor/Developer") for the development of course curriculum. Nothing in this Agreement shall alter the terms of employment for the Instructor/Developer employment with the College.

Instructor/	Devel	oper:
-------------	-------	-------

Course:

Amount: TBD after initial meeting

Course Type:

Budget Code:

- Curriculum
- Continuing Education: original content
- Continuing Education: content provided

Delivery Method:

- Blended/ Hybrid
- Hyflex/ Online

Hours (Class-Lab-Clinic-Credit):

Development Time Frame (Start to End Date):

Considerations before initiating assignment:

- The employment status of the instructor-developer. A full-time faculty member teaching a course in their own discipline would not typically be paid for course development unless it is a master shell for a department to be used by multiple instructors.
- The budget for a course development assignment should originate in the department.



MyCourses Design Elements

Note: A "yes" or "NA" must be marked for each row during the Midpoint and Final Reviews. Notes can be added to these requirements.

Requested	NA	Present	Not Present	Elements (some not required for blended/hybrid)
				Table of Contents organized into appropriately titled topics (week, module, topic)
				Clean and clear visual organization (e.g., proper use of labels)
				Clear outline/ schedule on what to do and when
				Course and module graphics
				An introduction to the course (video/text-based)
				Syllabus (with all items defined in <u>6.1.2</u> Development and Revision of Course Syllabi)
				Census Activity (syllabus quiz recommended activity)
				Relevant and varied instructional materials/resources that are ADA compliant and accessible for screen readers.
				Links to publisher or third party support (if using)
				Instructor voice and expertise on the subject matter (live through Collaborate, video-recorded or text-based)



course in their own discipline department. Dean/Chair secure app Potential instructor-de Dean/ Chair sets meet expectations of assign Dean/Chair determine Director of T&L send of instructional designer	out Course Development Assignment via [aster shell for a			
Title	Signature	Date			
Instructor/Developer		by dean or chair: Faculty course developer gets ws course and progress with developer to make			
Dean/Chair	and makes plan for any				
Teaching/Learning	Dean/ Director of T&L s half of payment from Ja		ant requests the mist		
Director	Title	Signature	Date		
Vice President	Instructor/Developer				
	Dean/Chair	 Signature Point #3. Final check Developer completes a 	ck by T&L team, dean/chair; all revisions and applies for payment with Dear	1.	
	Teaching/Learning Director	 Dean/Chair and ID revi Dean/ Director of T&L 	nplete		
	Vice President	second half of paymer	nt from Jane Ellis		
		Title	Signature	Date	
		Instructor/Developer			
		Dean/Chair		_	
		Teaching/Learning Director			
		Vice President			

Revising the Process

- Specific expectations for course content
- Payment considerations
- Review and payment processes



Specific Expectations-- Questions We Asked:

- Contact hours in course shell?
- Use of third party content?
- How much instructional content should be in the course?
- Inclusion of lecture video?
- Assessment measures: tests, rubrics, etc.?
- Specific student engagement activities?

Contact hours and type
Level of experience
Use of third party content
Timeline

- Contact hours and type
 Level of experience
 Use of third party content
- Timeline

- Have you taught courses before?
- Have you selected the course content?
- How experienced are you with our LMS?
- Do you have daily access to high speed internet?
- Can you meet with an instructional designer during business hours once a week?
- What's your experience level using various educational technologies?
 - Video capture
 - Using publisher content?
 - Using Google/ Microsoft applications

Contact hours and type
Level of experience
Use of third party content
Timeline

Contact hours and type
Level of experience
Use of third party content
Timeline: <u>3 months</u> recommended



Since 2022 . . .

CEG	ODT	NET	BIO	
CSC			CIS	
CEG			MAT	
BPR	CJC		EMR	
	CEG	EDU		

Instructional Design & Course Development

Kevin Kvalvik Instructional Designer



Studio lecture capture with H5P interactives









- A. outside temperature exceeds 90°F.
- B. the body's heat-eliminating mechanisms are overwhelmed.
- c. a person becomes dehydrated from excess perspiration.
- D. humidity exceeds 80%.



21:55 / 24:01



Articulate: Microlearning

SWOT Analysis

Select the beams to expand each section!

Strengths

The purpose of a SWOT analysis is really quite simple. Marketers want to identify the strengths and weaknesses in the organization's internal environment as well as the opportunities and threats that exist in the organization's external environment.

S W O T

Opportunities

Weaknesses

Threats

- Assumptions
- Ambiguity
- Lack of communication
- Personality differences
- Timelines

- Assumptions
- Ambiguity
- Lack of communication
- Personality differences
- Timelines

- Lecture content
- Question bank
- Third party content

- Assumptions
- Ambiguity
- Lack of communication
- Personality differences
- Timelines

- Grading criteria
- Interaction
- Contact hours

- Assumptions
- Ambiguity
- Lack of communication
- Personality differences
- Timelines



3

1

- Assumptions
- Ambiguity
- Lack of communication
- Personality differences
- Timelines

- Collaboration
- Conflict
- Communication
 styles

- Assumptions
- Ambiguity
- Lack of communication
- Personality differences
- Timelines

- Expectations vs. reality
- Regular workload
- Payroll cutoffs



Recommendations:

- Ensure appropriate staffing for task
- Communicate early and establish expectations with department lead <u>and</u> instructor
- Communicate weekly with
 Instructional Designer
- Ensure expectations are met BEFORE payment
- Be ready to pitch in and assist

COMMUNICATE!



Recommendations:

- Ensure appropriate staffing for task
- Communicate early and establish expectations with department lead <u>and</u> instructor
- Communicate weekly with
 Instructional Designer
- Ensure expectations are met BEFORE payment
- Be ready to pitch in and assist

Questions and Comments	
Dr. Sarah Parlier, s.parlier@blueridge.edu	