



# Instructional Equivalencies<sup>1</sup>

Note: 1 credit hour = 3 instructional hours per week

Instructional Activity	Description	Rate of Equivalency
<b>Synchronous or Asynchronous Lectures</b>	<ul style="list-style-type: none"><li>Pre-recorded lectures using a variety of tools such as Camtasia, O365 PowerPoint (desktop), or Bb Collaborate Ultra</li><li>Synchronous lectures using Bb Collaborate Ultra</li></ul>	1 hour of lecture = 1 hour instruction
<b>Group Discussion Board Activities</b>	<ul style="list-style-type: none"><li>Instructor guided or mediated threaded discussion that relates to course objectives and which has specified timeframes, expectations for participation, and thoughtful analysis.</li></ul>	1 posting and reading all postings = .5 hour instruction 1 posting, reading all postings, and replying to three postings = 1 hour instruction
<b>Group Work / Presentation</b>	<ul style="list-style-type: none"><li>Group activity with specific learning objectives; students collaborate via e-mail, chat rooms, discussion boards, Bb Conversations, and/or Bb Collaborate Ultra</li><li>Project involves research, analysis of materials, preparation of final product, and presentation of final product.</li></ul>	1 hour instruction per week for duration of project

<sup>1</sup> All equivalencies are estimates based on best practice and may be different depending on complexity of assignments. This chart is for reference purposes only.

	<ul style="list-style-type: none"> <li>▪ Instructor receives periodic update and provides guidance and feedback to the group</li> </ul>	
<b>Student Presentation (no class feedback)</b>	<ul style="list-style-type: none"> <li>▪ Students (individuals or in groups) present to each other in a synchronous or asynchronous environment using Bb Collaborate Ultra</li> <li>▪ If they so wish, faculty can record presentations (cell phone camera will suffice) and post presentations for online students via O365 Stream group.</li> </ul>	1 15-minute presentation and associated research = 1.5 hours instruction
<b>Student Presentation (class feedback)</b>	<ul style="list-style-type: none"> <li>▪ See above.</li> <li>▪ Online participants may be invited to provide feedback via O365 Stream comments or a discussion board.</li> </ul>	1 15-minute presentation and associated research = 1.5 hours instruction 3 feedback comments or posts = .5 hours instruction
<b>Peer Review</b>	<ul style="list-style-type: none"> <li>▪ Students are paired or grouped in class and share printed work with their peers, who review and provide feedback</li> <li>▪ Students may be grouped and provide work in advance via Bb Discussion forum or an O365 collaborative editing environment.</li> </ul>	1 review of a 5-page paper = 1 hour instruction
<b>Debate</b>	<ul style="list-style-type: none"> <li>▪ Students are divided into groups and are assigned a topic or case.</li> <li>▪ Students are given a window of time to research the topic and formulate arguments; students then engage in</li> </ul>	Research, 1 posting on their position, reading all other posts, providing 3 counter arguments to other's positions, and providing rebuttals to all comments left on their posts = 2.5 hours instruction

	<p>faculty-moderated debate either using a discussion board or Collaborate Ultra.</p>	<p>Research and participation in a 1-hour synchronous class debate = 2 hours instruction</p>
<p><b>Think-Pair-Share</b></p>	<ul style="list-style-type: none"> <li>▪ After a concept is taught, students are paired, discuss the concept, and develop a question or a short summary to share with class.</li> </ul>	<p>1 Think-Pair-Share activity = .5 hours instruction</p>
<p><b>Role-Play or Case Studies and Problem-Solving Scenarios</b></p>	<ul style="list-style-type: none"> <li>▪ Students grouped or paired, provided with a scenario, and role-play (model) proper behavior in response to the scenario, either separately or for the class</li> <li>▪ An analysis of the scenario, requiring higher order analytical skills, is shared with instructor and/or classmates</li> </ul>	<p>1 case study analysis/posting = 1 -3 hours instruction</p>
<p><b>Brainstorming</b></p>	<ul style="list-style-type: none"> <li>▪ Students are given a set window of time to free-write thoughts on a given topic or problem. Highlights of the activity may be saved for future work (e.g., thesis development) and / or shared with class (to identify trends, creative solutions, etc).</li> <li>▪ Students are typically given a window of time to complete this activity</li> </ul>	<p>1 .5-hour brainstorming session = .5 hours instruction</p>
<p><b>Jigsaw Learning</b></p>	<ul style="list-style-type: none"> <li>▪ Before class, students are placed in groups and given a topic</li> <li>▪ Student groups coordinate which portion of the material each student will learn before class</li> </ul>	<p>Research and 1 post/ or 15-minute presentation = 1.5 hours instruction</p>

	<ul style="list-style-type: none"> <li>▪ Students teach the rest of the group what they learned via presentation, writing a post, or some other method.</li> </ul>	
<b>Seminar style student-led teaching</b>	<ul style="list-style-type: none"> <li>▪ Before teaching class, students are placed in Bb Groups for a given topic (topic-based Bb Groups with Self-Enroll may be used to let students choose their topic)</li> <li>▪ Students collaborate online</li> <li>▪ Students develop a learning module or teach a 1 hour class in Collaborate Ultra on the topic.</li> </ul>	1 hour instruction per week for duration of project
<b>Written Exams or Papers</b>	<ul style="list-style-type: none"> <li>▪ Students respond to essay-based exams in faculty monitored online environment using Respondus Lockdown Browser or Respondus Monitor</li> </ul>	1 5-page paper = 3 hours of instruction
<b>Online Tests or Quizzes</b>	<ul style="list-style-type: none"> <li>▪ Students take a traditionally formatted exam in an online environment</li> </ul>	1 hour test or quiz = 1 hour instruction
<b>Blogs or Journals</b>	<ul style="list-style-type: none"> <li>▪ Students reflect on learned concepts in writing and share them with either the instructor and/or classmates</li> </ul>	<p>1 private posting = ½ hour of instruction</p> <p>1 shared posting and reading all classmates' posting = 1 hour instruction</p>
<b>Library Information Literacy Training</b>	<ul style="list-style-type: none"> <li>▪ Students participate in synchronous or asynchronous sessions that introduce them to the Library's resources, research development, and citation</li> </ul>	1 hour tutorial or Collaborate session = 1 hour instruction

<b>Article Reviews</b>	<ul style="list-style-type: none"><li>▪ Students apply higher order analytic skills to assess scholarly articles or professional journals</li></ul>	1 review submitted to instructor = ½ hour instruction 1 shared posting and reading all classmates' postings = 1 hour instruction
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**Terms**

Bb – Blackboard

O365 – Office 365

O365 Powerpoint (desktop) – Version of Office 365 PowerPoint that is locally installed and run on personal computer, *not the browser-based version*