

**University-wide Faculty Professional Development Program in Blended Learning  
Course Outline for Cohort # 5  
July 2016 – March 2017**

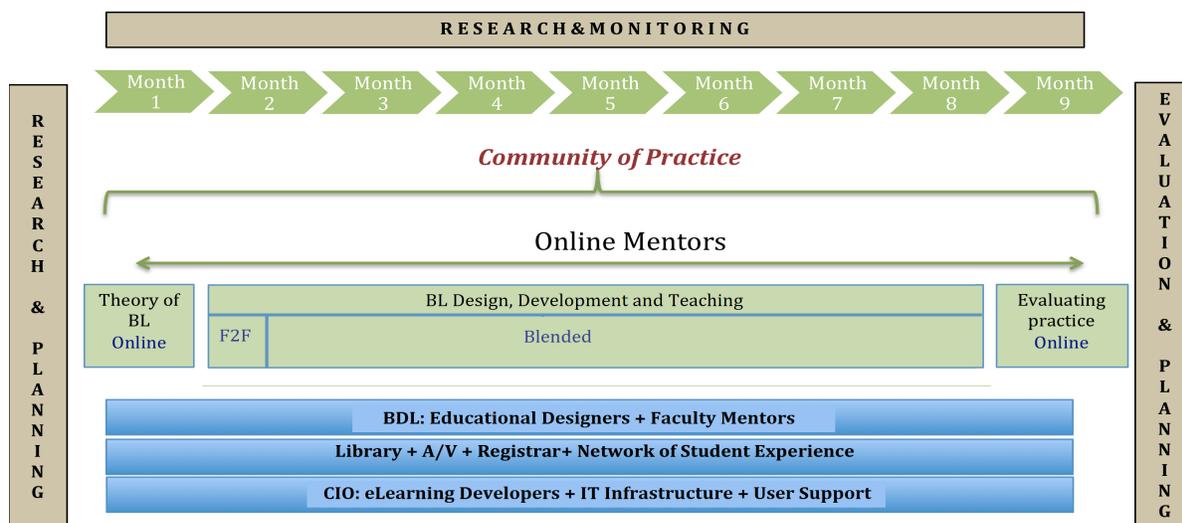
**BACKGROUND**

In 2011, a university-wide Faculty Professional Development Program (FPDP) for blended learning was started. The overall aim of the program was to enable faculty members at AKU to design, teach and evaluate courses offered in a blended learning mode and provide opportunities for collaborative course design, teaching and research across AKU entities. Thus far, the program has been offered four times, supporting fifty-eight faculty members to redesign and offer thirty courses through blended learning approaches. Thirteen of these courses have been offered more than once.

**PROGRAM FRAMEWORK**

Blended Learning is a mode of learning that integrates the best pedagogical aspects of both face-to-face learning and online learning. At AKU, any course that has a minimum of 30% online learning is counted as a blended learning course. For example, a sixteen-week course with a minimum of five-weeks of online learning would be counted as a blended learning course.

The faculty development program in blended learning employs a situated professional development approach. In this approach, faculty members engage in a process of face-to-face and online learning to learn how to design and offer courses through blended learning approaches. A team of academics, e-learning designers, copyright officer, media and IT experts, supports faculty members to design and teach an approved course through blended approaches. The participants learn to use a variety of technologies (e.g. Moodle, Skype, WebEx, Google drive) and online pedagogies (e.g. Computer-mediated communication, WebQuests, podcasts, digital storytelling). The collaborative learning creates a Community of Practice, which continues after the faculty development program has ended. Given below is the diagrammatic representation of the program:



**DURATION**

The program cycle runs for nine months.<sup>1</sup> However, given the situated nature of the program, the end date for each faculty member is agreed upon at the start of the program. For example, if a faculty member wants to offer a three-week Continuing Medical Education course through blended approaches, and if most of the content are available, the FPDP activities could be completed in three months.

<sup>1</sup> The expected time commitment is approximately six hours a week for a period of nine-months

## PROGRAMME STRUCTURE

The FPDP: BL is divided into three modules. Each module covers knowledge and skills required by faculty members to create and offer a course through BL approach at AKU.

	Duration	Modality	Pre-requisites	Outputs
<b>Module 1: Introduction to Blended Learning</b>	Orientation 1 week	Online  5 hours	<ul style="list-style-type: none"> <li>Enrollment</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading quiz</li> <li>Login to the site</li> <li>Orientation activity</li> </ul>
	4 weeks  (50 hours)	Online  50 hours	<ul style="list-style-type: none"> <li>Reading quiz</li> <li>Login to the course site</li> <li>Complete orientation activity</li> </ul>	<ul style="list-style-type: none"> <li>Reflection on the experience of online learning</li> <li>Plan for re-designing and teaching a course</li> </ul>
<b>Break</b>	2 weeks			
<b>Module 2: Designing, Developing and Teaching a Blended Learning Course</b>	Between 10 to 25 weeks 55 hours + Time required for designing course content and teaching will vary according to the individual course requirements	F2F worksho p: 9- 4 pm 2 weeks (35 hours)  Online PD: 20 hours	Completion of Module 1	<ul style="list-style-type: none"> <li>Develop content for the course <ul style="list-style-type: none"> <li>Instructions for online activities;</li> <li>Write content for the online topics;</li> <li>Analyze and incorporate online assessment strategies;</li> </ul> </li> <li>Create the course website on the VLE; <ul style="list-style-type: none"> <li>Interface design</li> <li>Create activities and resources on Moodle</li> </ul> </li> <li>Develop video content with support from the AKU AV</li> <li>Identify content which requires copyright clearance and apply for copyright clearance through the Copyright Helpdesk;</li> <li>Develop a plan for student support;</li> <li>Reflect on the course design decisions and practices;</li> <li>Complete the BL Course website review checklist;</li> <li>Develop a schedule for online teaching;</li> <li>Reflective paper on the critical incidents during the teaching phase;</li> <li>Course evaluation by the students</li> </ul>
<b>Break</b>	3 weeks			
<b>Module 3: Evaluation of practice and beyond</b>	2 weeks	Online: 10 hours	Completion of Module 3 Outputs	<ul style="list-style-type: none"> <li>Online - Presentation on BL teaching experience</li> <li>Evaluation of the BL/FD program</li> </ul>

## **PROGRAM OUTCOMES**

1. For faculty members:
  - i. Professional development in creating and teaching courses through BL approach;
  - ii. Scholarly outcome in the form of a re-designed course, and reflective presentations of teaching;
  - iii. Greater familiarity with AKU program and faculty members from other entities;
2. For the entity:
  - i. Professional development of the nominated faculty member
  - ii. Existing course re-designed and taught through blended learning approach
  - iii. Availability of data to make plans about adopting BL as a mode of teaching and learning
3. For AKU:
  - i. Availability of data to make decisions about university-wide course design, development and teaching support systems, quality assurance mechanisms, and a strategy for blended learning, and digital teaching and learning
  - ii. Professional development of faculty and staff members
  - iii. Availability of modules that could be used for teaching and learning across entities

## **SELECTION CRITERIA**

The selection in this program will be finalized by evaluating the responses in the application form against a decision's grid covering the following three components. For details, please refer to the decision grid (appendix).

1. Entity: Values, Cost, Students
  - the entity has explicit plans to offer blended learning courses beyond the faculty development program
  - blended learning adds value to the teaching/learning program offered by the entity to meet the Impact, Quality, Relevance, and Access criteria
  - the budget to support to faculty's participation is available
  - ensure support will be available for students to learn ICT skills and academic literacy
2. Faculty
  - subject expertise in the area and responsible for teaching at least 50% of the course
  - a full-time AKU faculty with a minimum of two years teaching experience at AKU
  - obtained approval to participate in the program, and negotiated time-release with their Dean, Chair or Director
  - able to use computers and the Internet (basic ICT literacy)
3. Course
  - an AKU approved course, having learning materials in digital/non-digital formats, and will be offered at least three times over the next three years by the entity
  - the redesigned version will have a minimum of 30% of online learning component
  - integration of online learning component will add value to students' learning, outreach for off-campus studies and/or enhance collaboration amongst entities

## **COMMITMENT FROM THE ENTITY HEAD**

The entity heads will nominate faculty for the FPDP: BL and will attest that the following requirements are met:

1. Relieve the selected faculty member of some teaching duties and provide protected time (approximately six hours a week) to fulfill the requirements of the FPDP: BL
2. Provide a laptop with Internet access for the duration of the program
3. Motivate the faculty member through regular discussions on their progress

4. Worked out the cost of offering a blended course and it is a part of the entity's budget. It may include license cost for content, any specialized software for student use, hardware and Internet access, and dedicated time of faculty and administrative and/or IT staff. (See the appendix for details)
5. Cover the expenses related to the faculty member's travel to attend the F2F workshop in Karachi
6. Cover the expenses if the faculty member wishes to design, adapt or use specific digital media content for which expertise is not currently available within AKU such as simulations, games, animation etc. It also includes copyright clearance fee for e-resources.

## **Appendix: Decision Grid for Faculty Professional Development Program in Blended Learning**

In 2016, the faculty development program will use the following decisions grid to select faculty members for the faculty development program. The idea of developing and using the decisions grid was proposed by the external evaluation team of the blended learning faculty development pilot in order to make the program cost effective and sustainable.

The key components of the decisions' grid are as follows:

1. Entity: Values, Cost, Students
2. Faculty
3. Course

### **Entity: Values, Cost and Students**

1. Does the entity have explicit plans to offer blended learning courses beyond the faculty development program?
2. What value does blended learning add to the teaching/learning program offered by the entity and does it meet the Impact, Quality, Relevance, and Access criteria?
3. Does the entity have the budget to support to faculty's participation in the BL faculty development program? (Please refer to the possible cost items below)
4. Does the entity have plans to ensure support is available for students to learn Information and Communications Technology (ICT) skills and academic literacy before they start the blended learning program?

### **Selection criteria for faculty**

1. Does the nominated faculty member have subject expertise in the area that they wish to teach through blended approaches?
2. Is the nominated faculty a full-time AKU faculty with a minimum of two years teaching experience at AKU?
3. Have they negotiated time-release with their Dean, Chair or Director and taken approval to participate in the program?
4. Are they able to demonstrate their ability to use computers and the Internet (basic ICT literacy)?
5. Are they responsible for teaching at least 50% of the course?

### **Selection criteria for the course**

1. Is the course an approved AKU course?
2. Will the re-designed version have a minimum of 30% online learning component?
3. Does this course have a high demand and will it be offered at least three times over the next three years by the entity?
4. Are the learning materials available in digital or non-digital formats?
5. Would the integration of the online learning component:
  - a. Add to students' learning by providing more flexibility and independence?
  - b. Increase outreach for off-campus studies?
  - c. Enhance collaboration amongst entities? (Preference will be given to courses that can be offered by more than one entity.)

### **Possible cost items to be borne by entity during the faculty development program**

#### *Course Design:*

- Travel cost for faculty to attend the face-to-face design workshop in Karachi for two-weeks
- Dedicated laptop and Internet access for the faculty
- Dedicated release time for the faculty to participant in workshop and course redesign activities

- Budget for services to create audio-visual content (e.g. cost of shooting and editing videos by the AV, rich media such as animations, simulations, buying specific videos and images)
- Cost of a graphic designer's time; if images are to be created from scratch
- Language editor's cost, if needed

*Course Teaching:*

- Cost of purchasing per user license for content outside those available in library eDatabases (ebooks, journal articles, case studies, videos etc.)
- Cost of any specialized software or web application to be used by students
- Cost of hardware (CDs or USBs) to distribute portable content to the students, if needed
- Cost for recording of teaching sessions (video recording by AV), if needed.
- Budget for computers and Internet access required by students or faculty during teaching
- Dedicated time of Administrative and/or IT assistant to provide faculty and student support during course delivery
- Any costs related to F2F classes (such as worksheets, refreshments etc.)

Decision Grid for selection of faculty members for the faculty development program

	<b>CRITERIA</b>	<b>Y</b>	<b>N</b>	<b>Comments</b>
C1	The entity has explicit plans to offer blended learning courses beyond the faculty development program.			
C2	There is a need for blended learning for the nominated course to improve the Impact, Quality, Relevance, and Access.			
C3	The entity has required resources to offer ICT skills and academic literacy support to the students before and during the teaching phase.			
C4	The entity has an approved budget to support course redesign, course delivery through faculty's participation in the BL faculty development program. (Refer to the details in the appendix.)			
C5	The nominated faculty member has subject expertise in the area that they wish to teach through blended approaches.			
C6a	The applicant is a full time faculty member.			
C6b	The applicant has a minimum of two years teaching experience at AKU.			
C7	In the self-assessment, the faculty member has rated themselves as competent in basic ICT competencies.			
C8	The faculty member is familiar with blended learning environments, or has used it for teaching or learning.			
C9	The faculty member will teach at least 50% of the course and take responsibility for delivering the online components.			
C10	The course has been approved by the AKU academic approval bodies.			
C11	The course has accreditation or curriculum standards or assessment and/or evaluation practices that cannot be changed.			
C12	The BL version of the course will have a minimum of 30% online learning component.			
C13	The course will be offered through BL approach at least three times over next three years.			
C14	The learning materials are available in digital or non-digital formats.			
C15	The online component will add to students' learning by providing more flexibility and independence, or increase outreach for off-campus students.			
C16	The course has a clinical, practicum or field-based learning element to it.			
C17	The course will be offered through collaboration between multiple entities both in course design and delivery.			
C18	The faculty member will teach the course to students in multiple entities or locations. If more than one faculty will teach this course, they have worked together before.			