Faculty Training Plan for Remote and Hybrid Teaching, Summer 2020
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This document outlines a plan comprising of seven components which will be available for all USD faculty in order to supplement and enhance their skills when teaching remote or hybrid courses.

1. **Remote Teaching Technologies**
   Total Length: 8 hours
   Schedule: offered continuously starting June 15, 2020
   Audience: *all faculty*
   Asynchronous training on all USD technologies for remote/hybrid teaching. Available as a Blackboard course.

   a) **Remote Teaching Technologies Module**: Technology training on USD supported technologies. Includes the following resources:

Technology Platform	Format
Zoom ✓ Link in Blackboard (0:05) ✓ Schedule re-occurring sessions (0:05) ✓ Creating a voice-over PowerPoint (0:15) ✓ Polling, Break-Out Rooms (0:12) ✓ Interactive Annotations (0:05) ✓ Office Hours (0:05) ✓ Attendance Roster (0:05)	Storyline, Video, Self-Check Quiz
Blackboard ✓ Content Organization (0:15) ✓ Creating a Content Item (0:10) ✓ Creating a Discussion Board (0:05) ✓ Creating an Assignment (0:05) ✓ Exam Integrity with Respondus Lockdown Browser and Monitor (0:15) ✓ Sending an announcement (0:05)	Storyline, Job-Aids, Self-Check Quiz
Other Supported Technologies ✓ Panopto and classroom cameras (0:60) ✓ Hosting video on YouTube (0:02) ✓ Google Drive sharing best practices (0:10) ✓ Google Voice Phone Number (:012)	Storyline, Job-Aids, Self-Check Quiz

   b) **Communities of Practice Module**: Develop a launching point for faculty to find and engage with communities of practice (0:20).

   i) Introduce the USD Remote Teaching Facebook group
   ii) CEE Remote Teaching Resource Board

   c) **Course Design Support Resources:** Utilize design templates, instructional design frameworks and best practices to begin designing an enhanced remote learning course on Blackboard.

   i) Course Planning – Access to templates and instructional design frameworks (0:60)

ii) Developing asynchronous instruction – flipped learning strategies for design asynchronous instruction (0:60)
iii) Conducting peer-to-peer activities – ways to develop peer learning activities from a distance (0:60)
iv) Online Assessments and group work – strategies for summative assessments, academic integrity and group work planning (0:60)

2. **Course Design for Enhanced Remote Teaching** (facilitated remote course)
   Total Length: 10 hours plus one-on-one consultations
   Schedule: offered weekly between June 22, 2020 and August 15, 2020
   Audience: *faculty who desire to enhance their remote instruction by developing flipped lessons and modifying their curriculum for remote instruction &* assessment

   a) Prerequisite: completion of the Remote Teaching Technologies module (#1 above)
   b) Faculty will experience a high-quality online course, will receive facilitated feedback and will be offered one-on-one consultation on course design.
   c) Custom cohorts were requested for Law School faculty and for KIPJ Faculty.

Module Title	Learning Outcomes	Skill Mapping	Module Activities
Module 1: Design Plan (2.5 hours)	• Articulate effective module learning for alignment of online assessments • Map course curriculum and course structure to plan for online course creation	• Curriculum Mapping • Bb Left-Hand Navigation Design	• Readings (:30) • Presentations (:15) • Media (:15) • Discussion (:30) • Assignment (:60)
Module 2: Assessments and Grading (2.5 hours)	• Design a cumulative assessment that aligns to the CLOs to evaluate the student created remotely • Design a rubric that evaluates student performance on the assessment	• Bb Assessment • Bb Exams • Bb Rubrics • Zoom & Student Presentations	• Readings (:30) • Presentations (:15) • Media (:15) • Discussion (:30) • Assignment (:60)
Module 3: Peer Activities (2.5 hours)	• Design learning activities for asynchronous collaboration that scaffold student learning and skill-building toward achieving the CLOs	• Bb Discussion Boards • Bb Groups • Tools for engagement • Flipped classroom Strategies	• Readings (:30) • Presentations (:15) • Media (:15) • Discussion (:30) • Assignment (:60)
Module 4: Instructional Content (2.5 hours)	• Develop asynchronous instructional content using flipped learning strategies • Curate & present materials that equip students to participate in activities, succeed in their assessments, and achieve the learning outcomes	• Zoom, Panopto, Screencast-O-Matic • Bb Creating Content Items • Bb Design Principles	• Readings (:30) • Presentations (:15) • Media (:15) • Discussion (:30) • Assignment (:60)

3. **Enhanced Remote Teaching Webinars**
Total Length: 1 hour for each webinar
Schedule: offered during August, 2020 (before the Fall semester starts)
Audience: *all faculty (optional)*

   a) **Facilitating Enhanced Remote Courses**: Zoom session on best practices for facilitating Blackboard courses, engaging students in Zoom synchronous sessions, grading, and providing feedback online.
   b) **Remote Teaching Retention Strategies**: Zoom session on ways to monitor student engagement, use data to identify at-risk students and intervention strategies.

4. **Faculty Communities of Practice**
Groups of 3-10 faculty who meet on a schedule (recommended 3 times in sequence) to discuss, brainstorm, and share ideas around specific topics connected to transitioning existing in-person course syllabi to effective remote courses. Recommended after faculty have completed the Course Design Basics. Some will be facilitated and led by LDC experts or USD faculty experts based on feedback from CEE Remote Faculty Facilitators on topics for which faculty have expressed a need. Additionally, there will be a mechanism for faculty to self-generate their own groups around topics that interest them. Likely topics include:

   a) Authentic Assessment (alternatives to exams)
   b) Lab Courses
   c) Community Engagement
   d) Universal Design and Accessibility
   e) Flipped Models
   f) What to Do Instead of Zoom Lecture
   g) Promoting Student Engagement
   h) Fostering Community among Classmates
   i) Using Gradescope
   j) Using Kahoot
   k) First-year Students' Needs and Concerns

5. **CEE Summer Read Program**

   Discussion groups in book-club format on the 2019 book *Small Teaching Online: Applying Learning Science to Online Classes* by Flower Darby and James M. Lang. Jossey-Bass. This is an ongoing, annual Summer Read faculty development program hosted by the CEE.

6. **SOLES Faculty Magna Workshop's** (facilitated by Dr. Joseph Lathan)

   a) May 13th, [What Teaching Strategies Help Engage All Learners Online?](#)
   b) May 27th, [How Can Online Instructors Better Manage Their Workload?](#)

7. **Other non-USD Resources**

   a) **Magna Summer 2020 Enrichment Courses** ($99 - $199 per person). Two sessions available for each course: June 14 - Aug 1 and Aug 2 - Sept 19.

      i) Developing and Teaching an Online Course
      ii) Managing Your Online Classroom
      iii) Classroom Basics for New Teachers
      iv) Preparing to Teach Online
      v) Evaluating Online Teaching

b) **The Teaching Professor (virtual) Conference** ($299 per person with 10+ enrollment). Over 50 sessions plus plenary sessions. Access to recordings: May 27 - Sept 30.

   i) Preparing your Course conference track
   ii) Technology Tools for Teaching conference track
   iii) Assessing Learning (assignments, grading, learning outcomes) conference track
   iv) Online Teaching and Learning conference track
   v) Student Engagement conference track

c) **Various other** (free with USD subscription) Magna 20-minute Mentor programs, Pearson tutorials, and online webinars that address the needs and concerns that arise from faculty. LDC and CEE will collaborate to curate these and house links for faculty to easily access.

d) **Coursera online courses** (free) Faculty will be encouraged to take free Coursera courses to experience online learning from the perspective of a student while learning valuable content. The CEE can organize cohorts of faculty to take the same course together or discussion groups for those who have completed a course and want to implement some elements into their own classes. We anticipate many courses to appealing, such as the following example.

   i) The Science of Well-Being
   ii) Learning How to Learn
   iii) Introduction to _____ (in a faculty's own discipline as a model for delivery of concepts)