



Service Options for Engaging Faculty in Course Design/Redesign and Development, Quality Assurance Review, and Strategies for Success in Learning Environments

Technology-enhanced Learning and Online Strategies (TLOS)
A unit of the division of Information Technology

Incentive and motivation for participation in these options may include:

- Faculty desire to improve course experience, address challenge, etc.
- Referral by Dept. Head, Chair or Program Director
- Funding (Pathways, 4-VA, MIT)
- Design and Develop Award
- NLI credit
- Adherence to Distance Learning Policy
- Adherence to nc-SARA agreement
- Adherence to additional agency requirements
- Satisfy SACS review

Option	Description	Purpose
Individual Consultations	Designing and developing content and strategies for teaching in various learning environments. These are arranged with an instructional designer, support specialist, instructional technologist or other member of LED staff (graphics design, media development, digital imaging, etc.)	To address specific area of course design/development, teaching strategy, content development, assessment, quality assurance, etc.
Canvas Specific Individual Consultation	Designing and developing content and strategies for teaching with Canvas LMS. These are arranged with an instructional designer with referral to other LED staff as required.	To build upon the tools/features/functions training provided by student consultants and follow up on NLI sessions focused on transition to Canvas.
NOTE: <i>Determination for next steps is made after four individual consultations to transition to appropriate option for continued assistance and support.</i>		
Group Consultations	Focused on a specific topic, these group sessions provide open consultation and discussion with LED staff, templates for various course components, job aids and access to modules as follow up. Participants are also encouraged to continue with individual consultation. Topics currently include: <ul style="list-style-type: none"> • Introduction to Effective Course Design • Designing for Accessibility • Preparing for Quality Assurance Review • If enrollment warrants, these consultation sessions can also be focused on a specific learning environment (online, blended, flipped, traditional classroom) 	To allow for groups of faculty to learn with and from each other in group discussion and working format and make most effective, scalable use of LED staff time.
Canvas Specific Group Consultations	Focused on best practices and strategies for the Canvas LMS, these group sessions provide open consultation and discussion with LED staff, templates for various course components, job aids and access to modules as follow up. Participants are also encouraged to continue with individual consultation. If enrollment warrants, these consultation sessions can also be focused on a specific learning environment (online, blended, flipped, traditional classroom)	To allow for groups of faculty to learn with and from each other in group discussion and working format and make most effective, scalable use of LED staff time.
NOTE: <i>Faculty participating are encouraged to follow up with individual consultations.</i>		

Cohort Course Development	This interdisciplinary, semester-long cohort approach includes professional development structuring the course design/redesign and development process. The professional development results in mastery certification and the design/redesign and development culminates in a quality assurance review for the course. Faculty participating have weekly consultations with instructional designer and support specialists and referrals to LED staff for technology and media integration.	To allow for an interdisciplinary group of faculty to participate in professional development structuring course design and development, meet regularly for assistance from instructional designer and LED staff, and complete quality assurance review for courses.
Faculty Working Groups	This semester-long approach is focused on working groups from a particular discipline, program or college. It includes professional development structuring the course design/redesign and development process. The professional development results in mastery certification and the design/redesign and development culminates in a quality assurance review for the course. Faculty participating have bi-weekly group consultations with instructional designer and support specialists and referrals to LED staff for technology and media integration. Faculty also have option for individual consultations as desired.	To allow for group of faculty developing courses in a program to work together for consistent approach and design, participate in professional development structuring course development, meet regularly for assistance from instructional designer and LED staff, and complete quality assurance review for courses.
NOTE: Participation in cohort or faculty working group is required for <i>Design and Develop Award</i> recipients.		
Online Course Quality Assurance Review		
	These options are offered to faculty who have already earned a mastery certification for online learning and have completed at least one online course quality assurance review. These options consist of up to four consultations for diagnostic review of current course components, recommendation for revision and guidance on the submission process. All submissions are due by end of semester and quality assurance review is conducted with those associated with cohorts and working groups. Faculty participating are required to secure one Virginia Tech faculty from within their program or discipline to serve as reviewer. Two other reviewers from LED will also participate to satisfy review requirements.	To assure quality in online learning as per Distance Education Policy and nc-SARA agreements. To promote meeting of standards and requirements for other governing agencies and to satisfy SACS review.
Individual	Faculty working independently to obtain quality assurance review for their online course. Faculty are encouraged to join groups or program approaches whenever possible.	
Group	Faculty working group from within a particular discipline or department working together to obtain a quality assurance review for their online courses.	
Program	All faculty within an online program for certificate or degree working together to obtain a quality assurance review for all courses.	
NLI Summer Session <i>Register with NLI</i>	This session is designed as three half-day sessions for diagnostics, consultation for revision and submission/review process training.	

Pathways Certificate Program		
Support	LED is working with NLI, OAE, DDI and CIDER to support the Certificate Program for Pathways workshops, provide consultation, templates, job aids, access to modules, etc. to guide those faculty integrating Pathways modules or developing new courses approved for Pathways curriculum.	To assist faculty to integrate modules meeting Pathways requirements or developing new courses or revise existing courses to be included in Pathways curriculum.
NLI Certificate Programs		
Register with NLI	LED is partnering with NLI to offer workshops/sessions connected with online learning and sharing activities to achieve certification in the following areas: <ul style="list-style-type: none"> • Mastery of Online Learning • Mastery of Blended Learning • Mastery of Networked Classroom Learning • Mastery of Technology-enhanced Classroom Learning • Mastery of Game-Based Learning and Gamification 	To allow faculty to achieve the mastery certification desired for professional advancement and adherence to policies, program and department initiatives and governing agency requirements.
NLI Faculty Panels and Inquiry Groups		
Register with NLI	LED is leading faculty presentations on panels and engagement in inquiry groups to advance technology-enhanced, active learning, integration of media, best practices for effective design, and consideration of important initiatives for accessibility, adaptability, etc. Current topics include: <ul style="list-style-type: none"> • Innovation in Online Learning • Accessibility Issues in Online/Traditional Classrooms • Designing for Game-based Learning 	To partner with NLI in the TLOS-wide effort to advance teaching and learning with technology, promote university-wide strategic initiatives and improve faculty and student experience at VT.
NLI Sessions		
Register with NLI	LED is partnering with NLI to offer sessions to promote specific areas of course design. Each session provides templates and job aids and includes recommended follow up with LED staff for consultation on design, media integration, content development, etc. Topics currently include: <ul style="list-style-type: none"> • Managing Group Work Online • Course Design For Canvas • Creating Self-paced Modules for Student Learning • Adaptive Learning: Definitions and Options • Teaching in the WebEx Environment • Screen Capture Tools for Content Development 	To introduce, through NLI, topics, opportunities, issues, and challenges of interest to faculty and to promote the continued use of services offered by LED/TLOS.
NLI Summer Sessions		
Register with NLI	LED is partnering with NLI to offer day and one-half sessions with full day of exploration and tool training followed by half-day implementation. Currently scheduled topics include: <ul style="list-style-type: none"> • Canvas Migration (with Canvas team) • Digital Learning Objects • Digital Story Telling (with Innovation Space) • Technology Tools for Teaching and Learning • Quality Assurance for Online Learning 	To offer more in-depth and focused professional development on topics that includes hands-on implementation. Faculty are encouraged to make continued use of services offered by LED/TLOS.



Service Options Scenarios

*A unit of Technology-enhanced Learning and Online Strategies (TLOS)
A division of Information Technology*

NOTE: Regardless of scenario, faculty always have the option to contact LED to discuss the approach that best meets their needs.

Scenario 1: Faculty independently seeking assistance to design and develop a course as a new course, a revision for improved teaching and learning or a revision for new delivery format. This includes faculty seeking this assistance as part of transition to Canvas LMS.

Options:

- Individual consultations/Canvas-specific individual consultations
- Cohort participation
- Participation in NLI certificate program (short course/cohort)
- Participation in NLI individual sessions and/or summer sessions

Scenario 2: Program or department seeking assistance to design and develop courses within a program as new courses, revision of existing course for improvement or for a new delivery format.

Options:

- Group consultations (program-specific)
- Working group participation (program-specific)
- NLI mastery certification program (short course/cohort)
- NLI individual sessions and/or summer sessions

Scenario 3: Faculty seeking mastery certification for professional advancement or adherence to requirements of department, university policies or governing agency requirements.

Options:

- Cohort participation (interdisciplinary)
- Faculty working group participation (program/discipline-specific)
- NLI mastery certification program (short course/cohort)

Scenario 4: Faculty seeking both mastery certification and quality assurance for online courses being developed or revised from traditional classroom delivery.

- Cohort participation
- Faculty working group participation (program/discipline-specific)
- NLI mastery certification PLUS Quality Assurance through individual, group, program or summer sessions

Scenario 5: Faculty holding mastery certification and seeking quality assurance for online courses being developed or revised from traditional classroom delivery.

Options:

- Quality assurance consultations and review as individual, group, or program
- Participation in NLI summer session (three half-day)