



2017 Institute for Advancing Higher Education April Course: Faculty Calibration - The Next Step

Course Description and Goals

When learning outcomes involve the synthesizing of information from multiple health disciplines, identifying and defining common core competencies for graduates of the involved disciplines is paramount. The Institute for Advancing Higher Education (IAHE) is a series of online courses designed with an interprofessional collaboration education approach for providing health educators with the skills for teaching effectively in an integrated environment. Each IAHE course consists of course materials, an asynchronous presentation of topic background information, a live discussion session with instructor presentation and Q&A with participants, and a forum discussion board.

Calibrating faculty often feels like a never-ending cycle, both among clinical and non-clinical faculty. The combination of new faculty with experienced educators along with the non-uniformity in instruction and grading contributes to the frustration of both faculty and students. Faculty can negatively impact student learning when teaching practices do not align with student learning outcomes. This course is designed to equip faculty with the skills to identify calibration needs, and subsequently develop and implement a faculty calibration project. Optional resources will be shared in the learning management system (LMS).

Faculty Facilitator Information

Dr. Marcia Ditmyer: mditmyer@aalgroup.org / (248) 842-0257

Program Director Information

Dr. Felicia Tucker-Lively: f.tucker-lively@aalgroup.org / (678) 973-2583

Teaching Assistant Information

Expectations

- ***What to Expect from a Technology-Enhanced Course –***
You will be able to access the resources provided for this course—including readings, assignments, presentations, and recordings of the synchronous sessions—whenever you want to view them. Likewise, you and your peers in the course will be able to interact through discussion boards and blogs 24/7. During the synchronous sessions, you will be able to interact with the instructors and fellow participants through an audio link, a chat box feature, and symbols to rapidly indicate agreement, a question, approval, etc.
- ***What the Instructors and Your Peers Expect from You –***
When working with peers one-on-one or in small groups, you are expected to be conscientious about completing your portion of the assignment by the specified times. At all times you are expected to be courteous, respectful, and honest, per the Academic Integrity Policy below.
- ***What You May Expect from the Instructors –***
The instructors will respond to your written questions in a timely manner and will recognize you during the synchronous sessions so you can ask questions or provide comments.

Online Classroom

This course uses an online classroom; a real-time, digital learning environment. Students and instructors can participate in distance learning and collaboration regardless of their physical location using their own computer. This platform requires the use of Adobe Flash Player (free download) and the most recent updates to your web browser (you may use any program you wish, though we encourage the use of Mozilla Firefox or Apple Safari). If you are accessing the platform via mobile device, you will need to download the Adobe Connect app from the iTunes store or Google Play for your specific device.

To fully participate in a *Live Classroom* session, all you need is a computer, though **we strongly recommend** also using a phone for the audio connection so you can ask questions and offer comments during the session instead of using the chat box exclusively. A webcam is not needed for this course.

Online Course Netiquette

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an *idea* but you are not to attack an *individual*.

Our differences will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

Academic Integrity Policy

Academic honesty is fundamental to the activities and principles of an institution. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult a course instructor.

Academic Dishonesty includes but is not necessarily limited to the following:

- A. Cheating or knowingly assisting another participant in committing an act of cheating or other academic dishonesty.
- B. Plagiarism, which includes but is not necessarily limited to submitting material as one's own work when such work has been prepared by another person or copied from another person.
- C. Sharing the AAL Learning Management System or Adobe Connect online classroom log-in with a person who has not registered for the course.
- D. Sharing readings materials and assignments from the AAL Learning Management System and/or recordings of the Adobe Connect online classroom sessions with a person who has not registered for the course.

Academic Integrity Pledge: *"I strive to uphold the values of respect, responsibility, discovery, and excellence. On my honor, I pledge that I have neither given nor received unauthorized assistance on this work."* Participants are expected to adhere to this pledge on all assignments whether or not they are explicitly asked in advance to do so.

Weekly Schedule and Assignments

All assignments and your responses to them are contained in the AAL Learning Management System for this IAHE course. The electronic instructions about accessing the AAL Learning Management System and the Adobe Connect online classroom provide guidance for use.

Your weekly routine: The first activity you will do is login to the AAL Learning Management System site and access the course syllabus with assignments. Next, post your completed assignments and engage in discussions with fellow participants. You should complete your readings before posting your assignment(s). In addition to posting your own original insights, you often will be asked to comment upon the posting of one of your peers.

The deadline for each assignment is outlined in the course syllabus. We use a flipped classroom approach, where you do the assignments prior to the synchronous session, so you will be well versed in the background and basics, enabling you to participate more fully, and the instructor can cite examples from your postings to highlight effective applications of the learning materials.

Assignments are not graded; rather, the instructors will determine whether each assignment was completed based on the participant's effort.

APRIL 11 - MAY 2, 2018

Learning Objectives:

During two synchronous online learning sessions and forum discussions in the three weeks between the live sessions, participants will be able to:

- Identify faculty calibration needs within your own course, department, or institution.
- Develop a detailed plan designed to fill the faculty calibration gap.
- Implement and evaluate the faculty calibration plan.

Synchronous Session on Wednesday, April 11, 2018 at 8 p.m. Eastern

**Orientation, Expectations, & Course Overview
(Drs. Felicia Tucker-Lively and Marcia Ditmyer)**

Synchronous Session on Wednesday, May 2, 2018 at 8 p.m. Eastern

**Faculty Calibration: The Next Step
(Dr. Marcia Ditmyer, Instructor)**

Assignment	Due Date
Menu Item 1 - REVIEW The <i>Faculty Calibration: The Next Step</i> asynchronous PowerPoint slides.	Tuesday, April 17
Menu Item 2 - REVIEW Validity and Reliability Information	Tuesday, April 17
Menu Item 3 - REVIEW Calibration Exercise Instructions	Tuesday, April 17
Menu Item 4 - COMPLETE Using the Calibration Exercise Template, follow the steps below: <ul style="list-style-type: none"> • STEP 1: Outline your project. This includes the purpose, planning and preparation, timing, group size, and process you will use. Please be realistic when developing this project. The 	Tuesday, April 17

<p>idea is that you are able to pilot this project within the next 2 weeks.</p> <ul style="list-style-type: none"> • STEP 2: Conduct small pilot of the calibration project and compute the calibration scores to determine how well the plan worked. • STEP 3: Upload your plan and score to your assigned group forum as a NEW TOPIC in the LMS. • STEP 3: Review and comment on the posting of at least one other participant. 	<p>Tuesday, April 24</p> <p>Thursday, April 26</p> <p>Tuesday, May 1</p>
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Assignment Completion Criteria

Assignment completion is judged by the instructors based on completeness and demonstration of mastery of the concepts; no grades are given.

Course Evaluation and Certificate of Completion

Links for the Evaluation Survey will be posted on the AAL Learning Management System during the final week of the program. Participants who complete the assignments will receive a certificate for course completion from AAL.