

Before we get started

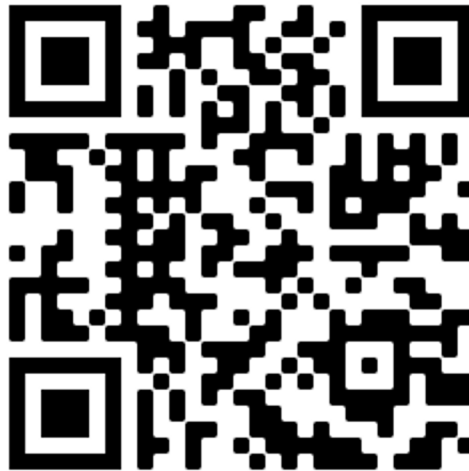
Session slides

<https://bit.ly/CHEP22Modalitie>



Intentionality criteria

<https://bit.ly/CHEP2022Intentionality>



Class events

<https://bit.ly/CHEP22ClassEvents>



Maintaining course quality,
integrity, and rigor between
multiple modalities

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Terminology

Modality - The environment and format of a course

In-person - Live, face-to-face class with all students and the instructor in one location

Asynchronous online - Course is completely online with no required live class sessions

Synchronous online - Course is online and includes scheduled live class sessions

Hybrid - Course includes both in-person and online (asynchronous or synchronous) class sessions

Hyflex - A single course section that is concurrently offered in-person, asynchronously and synchronously online. Students can often move from modality to modality during the term.

Class event - An action or course task that plays a significant role in the curriculum

How we got here

Pre-Pandemic

- Increased student interest in online courses
- Institutions increased online offerings
- Modality choice resided with programs and faculty

Pandemic

- Courses and programs forced online
- First time online faculty & students
- Increased expectations to maintain rigor, quality, and academic integrity

Post-Pandemic

- Calls to maintain multi-modal offerings
- Hyflex courses
- Faculty shortages = multi-section teaching

How do we ensure that course sections delivered in different modalities are comparable?

Curriculum review goals

- Ensure that curriculum, instruction, and activities are optimized for each course modality
- Being responsive to the needs and preferences of learners in each modality
- Keeping course actions as uniform as possible (when appropriate)

Process

- 1** Identify a significant class event (*Can be singular or recurring*)
- 2** Evaluate the class event against six intentionality criteria
- 3** Review approach options for the selected class event
- 4** Determine if a uniform or individualized approach is appropriate

Example - CHB 501: Study of Health Behavior

- **Required core Masters of Public Health (MPH) course**
 - 1 in-person section (29 students)
 - 2 asynchronous online sections (58 & 47 students)
- **CEPH accreditation**
 - Need to ensure both modalities meet all CEPH competencies



Example - CHB 501

Class events: Exams

1: Learning outcome

Where does the purpose of the class event fall on Bloom's Taxonomy?

Low

Remember, Understand
Uniform approach

High

Apply, Analyze, Evaluate, Create
Individualized approach

2: Building block event

To what degree does the outcome of this event influence the ability of students to successfully complete subsequent class events. (i.e. Is this a stand-alone event?)

Low

One-off, stand alone event
Uniform approach

High

Key component in sequential instruction
Individualized approach

3: Level of interaction

To what degree is interaction between the learner and the instructor necessary for the class event to be successful?

Low

Learning goals can be met without instructor-learning interaction
Uniform approach

High

Frequent conversation is optimize the event
Individualized approach

4: Peer engagement

Can the class event be successfully completed by an individual student or does it require small group or whole class engagement?

Low

Can be completed individually
Uniform approach

High

Requires partner, group, or class engagement
Individualized approach

5: Course frequency

How often is this course event or a similar iteration repeated throughout the term?

Low

Occurs a few times during the term
Uniform approach

High

Occurs frequently (weekly daily) in the course
Individualized approach

6: Assessment value

What value does this class event hold in determining a learner's course grade?

Low

Event is ungraded or has a minor role in grading
Uniform approach

High

Event significantly factors into course grading
Individualized approach

Example - CHB 501

Exams - Uniform approach (exams online, asynchronous)

Approach	1	2	3	4	5	6
Uniform	x	x	x	x	x	
Individualized						x

Example - CHB 501

Class events: *Participation*

1: Learning outcome

Where does the purpose of the class event fall on Bloom's Taxonomy?

Low

Remember, Understand
Uniform approach

High

Apply, Analyze, Evaluate, Create
Individualized approach

2: Building block event

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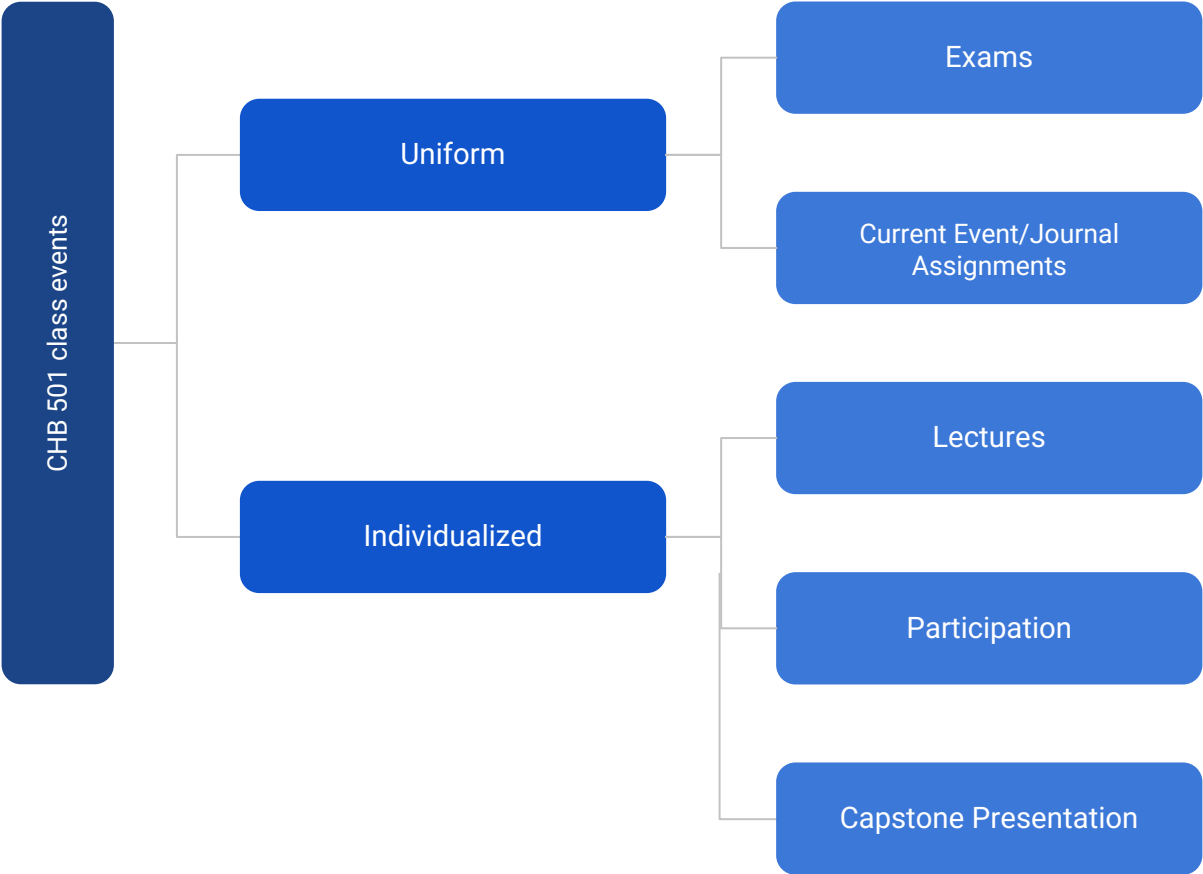
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Individualized approach

Example - CHB 501

Participation - Individualized approach (discussion boards / IF-AT)

Approach	1	2	3	4	5	6
Uniform		x				x
Individualized	x		x	x	x	

Example - CHB 501: Study of Health Behavior



Session Activity

1

Pair up with another session attendee (or go it alone)

2

Select 1 class event per pair and evaluate against the [6 intentionality criteria](#)

3

Using the [class event sheet](#), determine if a uniform or individualized approach should be used and how the event will be run

4

Share your decision with the group

Questions and Wrap-Up