



# Soaring with Online Learning Program

Design. Develop. Deliver.



*Soaring with Online Learning* (Soaring) is a faculty development program to prepare Salisbury University (SU) faculty to design, develop and deliver courses in an online (online and no scheduled meetings), remote (online and synchronous meetings), or hybrid (combination of in-person and online/remote meetings) environment through the learning management system MyClasses@SU. The program focuses on the pedagogy of online learning environments and the development of a quality online, remote, or hybrid course based on Quality Matters (QM) standards.

Upon completing the program, faculty will be able to:

- ❖ Identify the framework of online, remote, and hybrid courses in distance education and at Salisbury University.
- ❖ Incorporate strategies to facilitate various interactions in online, remote, and hybrid learning environments.
- ❖ Apply the best strategies and pedagogical practices of online, remote, and hybrid learning.
- ❖ Apply a design method for course planning.
- ❖ Develop components of an online/remote/hybrid course in MyClasses (Canvas) based on QM standards.
- ❖ Deliver a course during the Summer I, Summer II, or Fall 2024 semester (or beyond).

Faculty will attend 3 (three) required meetings:

1. First day of the program for introductions and discussion on course learning objectives.
2. Mid-program for course design check-in and sharing by cohort.
3. Last day of the program for a peer review session of designed courses.

The remaining program activity will be delivered in an online (asynchronous) format. Our methodology is to model how an online/remote/hybrid course can be conducted and for each faculty member to experience being an online student. Furthermore, during the program faculty will have the opportunity to meet one-on-one with instructional designers in the Instructional Design and Delivery office (ID&D) or the dedicated Academic Instruction Designer for their program/school. Participants will be required to schedule at least one individual session; however, we highly recommend scheduling additional one-on-one sessions since they provide the opportunity to work directly on your online/remote/hybrid course.

The content of the program is presented in modules, called Light Posts, which have been designed to explore salient information regarding education in online, remote, and hybrid environments. Details regarding the different topics covered in the program can be found on the following pages.

The cohort is limited to 10 participants, each receiving a \$1000 stipend. Participants are expected to:

- ❖ Identify a course suitable for online, remote, or hybrid delivery, with department chair's acknowledgement.
- ❖ The course should be offered during the Summer I, Summer II, or Fall 2024 semester (or beyond).
- ❖ The course should be delivered and offered at least twice (but preferably on a regular basis).
- ❖ Attend three synchronous sessions during the program.
- ❖ Participate in and complete weekly activities and discussions of the program which will be delivered online.
- ❖ Develop your identified course using MyClasses, based on the Quality Matters standards.

As part of the application process, faculty are to identify the course which they will be developing. Priority will be given to courses that fall within one of the following foci:

- ❖ General Education courses
- ❖ Gatekeeper courses to undergraduate academic programs
- ❖ High demand courses
- ❖ Graduate program courses



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The program will run from January 1, 2024 - February 9, 2024. The timeline of the program is:

<b>Dates</b>	<b>Activity</b>
December 1, 2023	Deadline for participation requests
December 8, 2023	Participant notification. Detailed information about the program sent to participating faculty
January 1, 2024	Access to the Soaring course within MyClasses
January 1 - January 7, 2024 (Pre-Week)/Light Post 1	Pre-Week: Review the Course Syllabus and Facilitator Information online Become familiar with navigating the online Soaring course Light Post 1 Module
January 8, 2024 1 PM – 3 PM*	<b>1<sup>st</sup> Required Meeting:</b> ❖ Introductions and Overview of the program ❖ Overview of the QM Rubric ❖ Course Objectives and Alignment Discussion (QM Standards 2.1 and 2.2)
January 8-14, 2024	Light Post 2 Module
January 15-21, 2024	Light Post 3 Module
January 22-28, 2024	Light Post 4 Module
January 25, 2024 1 PM – 3 PM*	<b>2<sup>nd</sup> Required Meeting:</b> ❖ Course Development Check Point (peer review of at least one module)
January 29 – February 4, 2024	*** Break for Start of Spring Semester ***
February 5 - February 9, 2024	Light Post 5 Module
February 9, 2024 1 PM – 3 PM*	<b>3<sup>rd</sup> Required Meeting:</b> ❖ Peer review of courses developed ❖ Certificates of completion awarded

\*Note: Times of the required meetings may be altered based on participant schedules.

The program will be facilitated by:

- ❖ Melissa Thomas, Manager
- ❖ Haley Cristea, Instructional Designer
- ❖ Karen Silverstrim, Instructional Technologist

Participants selected for the program will receive a detailed letter approximately two weeks before the program begins. This letter will explain in more depth the details of the program.