

Professional Development Plan 2024-2025



*Instructional Approaches and Students' Academic
Performance: Utilizing the Institutional Tools to Sustain
Learning Effectiveness (Asynchronous Workshop)*

by

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“Office of Assessment and Instructional Effectiveness-OAIE”

(From September 2024 to May 2025)

Workshop Description

The Office of Assessment and Institutional Effectiveness (OAIE) has developed this workshop to examine the impact of various instructional approaches on undergraduate academic performance. This five-leap workshop will cover alternative approaches to knowledge deliverance in digital learning environments. The program will begin by discussing the current state of the situation and common concerns regarding in-class instructional practices. Participants will explore alternatives to current practices, including alignment of course materials and broader strategies such as grading, learning contracts, and various approaches to each of these. Participants will also experience a variety of instructional strategies, experiences, methods, or models of teaching and learning for the delivery of knowledge. By the end of the workshop, participants will create a plan for implementing an alternative instructional approach into their daily college work.



Eastern International College Professional Development Plan 2023-2024 is formulated to address the following goals:

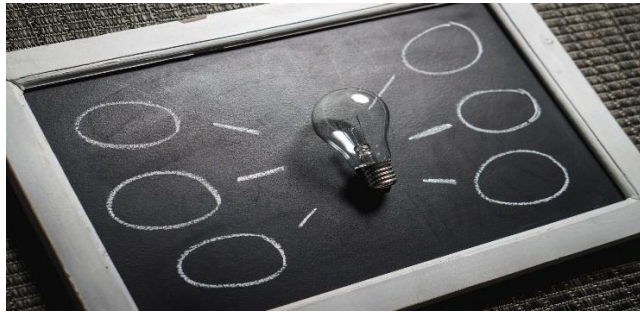
Goal 1: Provide faculty members with in-house/school seminars and workshops on content, pedagogy, and technology.

Goal 2: Give opportunity for each faculty member to demonstrate expertise in their field through periodic seminar presentations.

Considering the College professional Development Plan Goals, this workshop will address the following objectives:

Learning

Objectives



What are the learning Objectives?

Upon completion of this, you will be able to:

- Examine the theoretical background of various instructional approaches, including:
 - Personalized learning experiences,
 - Immediate feedback mechanisms,
 - Data-driven insights that support academic growth and success
- Identify alternative forms of instruction at the course level to support student growth, such as:
 - teaching assistants,
 - And study buddies that cater to individual student needs and learning styles
 - Direct teaching, Mastery Learning, and Simulations
 - Hunter's Model and Flipped-Learning Model
- Develop strategies to differentiate in-class instructions to meet all students' needs (online teaching/ Hybrid/ Hy-flex/ face-to-face teaching), including:
 - Best practices for selecting the instructional technologies,
 - Designing guided-enhanced assignments,
 - Creating syllabus statements that communicate the use of the instructional approach to students
- Draft a plan for incorporating alternative instructional approaches in daily work.
- Identify essential factors that affect instructional decision-making.

Learning can occur without teaching—and often does—but teaching cannot occur without learning; teaching without learning is just talking.

DR. K. PATRICIA CROSS

Key Workshop Takeaways

- Reflect on the current instructional approaches to promote student academic growth.
- Gain ideas for differentiating instructions.
- Walk away with a plan to begin incorporating alternative instructional strategies in your daily work.

Technology Requirements

Asynchronous component - To access our EIC Learning Management System (LMS), you will need an Internet connection and a browser (we recommend the latest browser versions of Chrome).

In addition, you should be able to:

- Navigate in and use our LMS
- Create and save MS Word documents
- Find basic resources on the Internet
- Create and organize files & folders on your computer
- Send, receive, and manage email

Workshop Schedule

The workshop is designed to be delivered asynchronously using the EIC Learning Management System, Canvas. There are six leaps to complete the workshop. Each leap includes an introductory video, reflection, research-related content, and required discussion. The attendees should complete all the shared content before submitting the required discussion. Below is the workshop schedule:

Workshop Leap One: *Understanding Your Course Design*

If we get too comfortable, we stop growing- Herb Thelen

Workshop Objective

- Examine historical and current practices of Instructional design.
- Identify alternative forms of instructional models at the course level to support student academic growth.
- Identify important factors that affect instructional decision-making.

Leap One Objectives

- Define curriculum and lesson planning procedures.
- Recognize how instructional approaches impact student well-being.
- Reflect on how systematic instruction has impacted you.

Workshop Leap Two: Instructional Models And Effective Teaching

Description

You can implement many strategies to help your students showcase the knowledge they have learned in your course. For this leap, you will explore the three main instructional models: the Social Learning Model, the Information Processing Model, and the Behavioral Model. You will also examine the effectiveness of some of the related instructional approaches within each model, such as Flip Learning and Hunter's model.

Workshop Objectives

- Identify alternative forms of instructional approaches at the course level to support student growth.

Sub-Objectives

- Identify the effective instructional models to foster students' academic performance.

Workshop Leap Three: Promoting an Active Online Learning Environment Using the various available instructional approaches

Introduction

Instructional approaches in online environments are progressive due to rapid changes in technology and information delivery. “What lesson can educators learn from an online fitness environment?” is a fundamental question for more professional development.

Studies show that students are more likely to persist in learning online when they know how to take advantage of course resources and where and how to seek help. Motivation and encouragement, though, are two crucial aspects of online effective teaching. This module addresses some practical steps and procedures to motivate students and foster their capacities in online learning.

Workshop Objectives

- Identify alternative forms of instruction at the course level to support student academic growth.
- Develop strategies to differentiate in-class instructions to meet all students' needs.

Sub-Learning Objectives

To develop effective online modules and micro-lectures.

The module will discuss practices you can use to:

1. **Structure online modules to maximize learning**
 - Provide a module roadmap and set a weekly rhythm for participation
 - Close the module with summarizing activities
2. **Develop effective micro-lectures**
 - Chunk information into short, standalone videos
 - Provide opportunities for interaction, processing, retrieval, and application

Workshop Leap Four: Re-shaping Your Online Teaching By Fostering Students' Engagement

Introduction

“The ability to take in information and make it one’s own, by processing it, restructuring it, and then presenting it in a form so that it can be understood by others (or by oneself at a later point)” is one of those basic skills that is useful throughout life (Cohen, Kim, Tan, & Winkelmes, 2013, p. 95).

Workshop Objectives

- Identify alternative forms of instruction at the course level to support student academic growth.
- Draft a plan for incorporating alternative instructional approaches in daily work.
- Develop strategies to differentiate in-class instructions to meet all students’ needs (online teaching/ Hybrid/ Hy-flex/ face-to-face teaching)
- Identify important factors that affect instructional decision-making.

Sub-Objectives

To ensure active learning in your online classes, we will discuss practices that will allow you to:

1. **Motivate students to take notes**
2. **Provide practices to support note-taking**
3. Facilitate effective active learning groups
4. Implement active learning techniques
5. Engage students in an active learning cycle

Workshop Leap Five: Pedagogical Content Knowledge- Selected Strategies From faculty Perspectives

Introduction

Pedagogy content knowledge represents the intersection between content background and the instructional approach that might be selected to deliver the content. Pedagogy encompasses specific teaching approaches and strategies to support learning processes. Pedagogy content knowledge allows educators to think

critically about how to teach in light of what students need to learn. Accordingly, there are several prominent approaches to the pedagogy of content:

- 1- A constructive Approach: It perceives learners as bringing background knowledge that they can apply to their understanding of content.
- 2- Collaborative Approach: It stresses the value of students collaboration that allows for sharing background knowledge and experiences.
- 3- Inquiry-based Approach: It presents the problem or the challenge that learners need to address.
- 4- Integrative Approach: It engages learners in an active discussion in more than one discipline throughout the unit/ module.
- 5- Reflective Approach: It encourages educators to reflect on their teaching in order to develop strategies for a more effective version of instruction.

Workshop Objective

- Identify alternative forms of instruction at the course level to support student growth.
- Develop strategies to differentiate in-class instructions to meet all students' needs (online teaching/ Hybrid/ Hy-flex/ face-to-face teaching).

Sub-Objectives

- Define the effective instructional strategies in the programs offered by the EIC in college.
- Identify the instructional approaches that are effective with students in particular EIC disciplines.

Grading Expectation

Assignments will be due by the end of the semester on the date stated on the LMS course site.

If you cannot meet a specific deadline, don't hesitate to contact the Director of Assessment and Institutional Effectiveness as soon as possible to determine a reasonable make-up deadline.

Assignments will be graded within three business days of the due date, and participants will receive an email notification of their grades.

Participants can revise assignments that do not achieve a passing grade but must submit revisions within two days of the original grade's posting.

Workshop Policies

Assignment Submissions

Assignments must be submitted by the designated due dates/times outlined within the LMS course site.

Plagiarism

Plagiarism, passing other's words, ideas, research, or other intellectual or artistic work as your own (intentional or unintentional), is unacceptable at EIC. Participants are required to follow proper citation conventions when using outside resources.

Award of Completion



To receive an Award of Completion for this workshop, you must complete the following by the due dates:

- Discussion: Reflect on Your instructional approach
- Assignment: Workshop Reflections
- Workshop Survey

Workshop Grading Policies

- Anyone who wants/needs to receive an Award of Completion for the workshop must complete all required and graded activities.
- Grades in workshops are based on points. You need to pass all graded assignments if you wish to receive an Award of Completion.
- All participants can revise and resubmit their work to achieve a passing grade, if necessary.



Eastern International College is committed to providing an inclusive learning environment and reasonable accommodation for all workshop participants. If you have any disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and need accommodations or alternatives to the learning materials, don't hesitate to get in touch with the OAIE at hany.zaky@eicollege.edu to discuss your needs.

EIC Support Forum- Incorporated in Canvas Shell

During this workshop, as you work on the learning activities and assignments, you may need to communicate with the workshop facilitator about:

- Technical challenges
- Content-related questions

We encourage you to use this Support Forum to get assistance with any of the above. The workshop facilitator will respond within 12 hours of your post.

Note: *If you have questions regarding your grades or personal matters, please email your facilitator directly.*

Netiquette Guidelines

" 'Netiquette' is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal 'rules of the road' of cyberspace."

<http://www.albion.com/netiquette/>

Face-to-Face versus Online Communication

When communicating face-to-face with someone, we are used to having facial expressions, gestures, and tone of voice to communicate with and convey meaning. However when communicating online, all we have are words on the screen (which can be very easily misinterpreted!). So remember that you are talking to another human being when typing a message in a forum or email. Common courtesy, politeness, and appropriate behavior can be easily overlooked online, so always ask yourself if you would say what you are typing to that person face-to-face before you hit send!

Workshop Professionalism

There is a difference to how you communicate with your friends and family versus how you communicate with your colleagues. Remember that we are all professionals learning together in this space. Treat your colleagues and workshop facilitators with the same level of respect that you would like to receive.

Respect for Time

One of the benefits of online communication is that it can be instantaneous. However in an asynchronous (i.e., not occurring at the same time) workshop environment, you may not be working online at the same time as your colleagues and facilitator. So when replying to someone in the discussion forums or asking a question, remember that, like you, they may have other things going on in their lives that prevent them from replying right away.

Please allow your facilitator up to 24 hours to respond to any message posted in the Help Forum; see [OLC's workshop grading policies](#) regarding turnaround time for grading.

Quality and Content

Much like online communication etiquette and professionalism within a workshop, how you portray yourself online matters. Pay attention to the quality of your writing (such as grammar, spelling, punctuations, and not using texting language) as well as the content of what you write. People often overlook simple proofreading and fact-checking steps before posting something online.

Be Forgiving

Remember that everyone was once new to online, so think twice before reacting to someone else's mistake. If you feel strongly about the need to point out a mistake, be polite when informing the person (private email is better than a public forum). Consider as well that pointing out netiquette violations is often an example of poor netiquette behavior.

Be Inclusive

It is important to be intentional about making sure we "see" each other in an online community. You can do this by making sure that everyone has at least one response. If you are unsure who to respond to, try looking for posts that have not yet received a reply. Also, be sure to reply back to people who post questions or comments to you.

Adherence to Guidelines

Please note, the Online Learning Consortium strives to provide high-quality professional development in a positive learning environment, and failure to adhere to the guidelines stated here may result in the removal of the participant from the program.

Additional Resources

- [The Core Rules of Netiquette](#)
- [15 Rules of Netiquette for Online Discussion Boards](#)