This project outlines one year of professional development and course redesign that has multifaceted benefits. These activities will serve to improve teaching and learning practices in the CON, developing faculty that are experts in pedagogically sound content delivery directly benefiting our student population. The intention is to provide best practices in technology integrated education to the Downstate campus and well as the SUNY system at large.

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| **Faculty Development Timeline for IITG 2018-2019** |
| **Date** | **Activity** | **Outcome** | **Evaluation** |
| April 2018 | Curriculum retreat | Aligned RN to BS and Accelerated curriculum to applicable standards; mapping | All appropriate accreditation standards have been met |
| May 2018 | Template for course development | Standardize template for instructional design to build courses; roll out template to all faculty for 2018-2019 use | 100% will place course materials in standardized location; 100% of faculty will use template for course builds |
| June 2018 | Faculty iPad Rollout; Apple retail event | Devices in hand; faculty familiarizing with devices and oriented to basic productivity functions | Baseline survey for faculty confidence with active learning and technology in the classroom |
| July 2018 | Apple Professional Learning (APL) | 2-day, 16-hour boot camp for ramp up to classroom integration; theory & relevance; faculty tools and iTunesU | Apple teacher certification roll out |
| Instructional Design  | Curricular transformation using instructional design; 4 courses | All courses will have identical structure and layout for student ease of use |
| August 2018 | Classroom technology integration | Two classrooms will have displays and apple TV installed; classroom configuration will fit active learning opportunities | Faculty can appropriately use classroom technology and implement basic active learning strategies |
| September 2018 | Professional Development: Differentiated Instruction | Introduce differentiated instruction, student learning style and teaching to the audience | Faculty will improve confidence in use of keynote/EE for classroom use |
| October 2018 | Professional Development: Keynote | Faculty will understand active learning and functionality of keynote/EE for student learning | Faculty will apply concepts of differentiated instruction to their upcoming courses |
| November 2018 | Professional Development: Clips, Explain Everything & iMovie | Hands on iMovie experiences and applicability to clinical, simulation and lab | Faculty will produce video and articulate how it can be used for improved learning |
| December 2018 | Professional Development: Teaching in a hybrid environment; Nearpod | Demonstrate the transformation of courses for online/hybrid delivery; discuss evidence-based pedagogy for hybrid delivery; introduction to Nearpod | Faculty will verbalize at least three evidence-based pedagogies for hybrid classes linking them to their current courses and teaching methods |
| Instructional Design | Curricular transformation using instructional design; 4 courses | All courses will have identical structure and layout for student ease of use |
| January 2019 | Professional Development: Alternative Assessment | Framing alternative assessment as a method to encourage student creativity and demonstration of attainment of course objectives | Faculty will outline an alternative assessment plan for at least one assignment within their current courses |
| February 2019 | Professional Development: Discipline specific apps | Exploration of apps that are discipline specific that can benefit classroom and clinical teaching and learning | Faculty will identify a standard list of apps that can be used for classroom and clinical use |
| March 2019 | Professional Development: Creating materials | Exploration of iBooks Author and Book creator for curation of classroom materials | At least 25% of faculty will engage in building interactive materials for students |
| April 2019 | Best Practices Showcase | All participating faculty will highlight one best practice in a 3-minute TED talk format for dissemination campus wide | Best practice videos from CON faculty; end of program faculty adaptation and confidence survey |

Each professional development activity will have defined objectives and materials. Faculty will have an introduction leading up to the event preparing them to engage in the activities. Each month, faculty will produce materials that can be integrate into the curriculum.