

The ICL Modality Innovation Configuration (IC) Map

Instructor leads the ICL technology			
Component 1: Instructor is comfortable with the ICL equipment (autonomy, confidence)			
A	B	C	D
Instructor is very comfortable and has complete autonomy working with the ICL equipment; knows how to turn on/off computer, cameras, share content; does not need help setting up for class or pulling up the resources.	Instructor is comfortable working with the ICL equipment; knows how to turn on/off computer, cameras, share content; does not need help setting up for class or pulling up the resources but is sometimes unsure.	Instructor knows how to turn on/off computer, cameras, share content but is not comfortable and forgets sometimes. Needs help setting up for every class or pulling up the resources.	Instructor does not know how to turn on/off the equipment, or share content; is always anxious about being in the room alone with the equipment.
Component 2: Equipment preparedness (timeliness, intentional use, sound check)			
A	B	C	D
Instructor comes to class early to test the equipment, prepare the content ahead of time to ensure the setup is correct, and to connect to the classrooms on time.	Instructor comes to class early to turn on the equipment and to connect to the classrooms on time.	Instructor comes to class right on time to connect to the classrooms and start class.	Instructor comes to class right on time to connect to the classrooms and starts testing the equipment and pulling up the resources while the students sit and watch.
Component 3: Instructor knows how to seek the appropriate technical support (support levels, Service Desk ticket)			
A	B	C	D
Instructor is comfortable and confident troubleshooting tier 0 issues; is able to recognize when it is no longer tier 0 and knows exactly who to contact for tier 1,2,3 troubleshooting. Instructor gives them a heads up and submits the appropriate Service Desk incident ticket	Instructor recognizes tier 0 issues but does not know how to troubleshoot; may not know who to contact for tier 1,2,3 troubleshooting but submits a Service Desk incident ticket.	Instructor does not know who the appropriate support personnel is and does not submit a Service Desk incident ticket.	Instructor contacts personnel unrelated to ICL for every tier level troubleshoot.
Component 4: The ICL technology and the various online tools are utilized to its fullest when appropriate (intentional, evaluate tools, learning styles)			
A	B	C	D
Instructor is aware of the tools available to them - whether it be an online tool or part of the ICL setup- and make decisions on which and when to use based on self-evaluation of the tools; takes advantage of the tools to support the lesson, and enhance the learning experience.	Instructor is aware of some of the tools and consistently uses one or two type of tools or technology in/out of class that students respond well to and varies them once in a while.	Instructor makes use of mainly one type of tools or technology through the entire term. No variety or change.	Instructor makes no use of any tool or technology available to them in the ICL room; teaches mainly lecture style.

Instructor is Present and Strategic			
Component 1: Instructor constantly monitors and scans the room (levels of engagement, pacing)			
A	B	C	D
Instructor constantly monitors the rooms for levels of engagement to be ready for the moment when the students' engagement and active participation is lost.	Instructor monitors the students and tries to refocus the students back to the lesson, even if the instructor must continue on with the content (by giving a break, asking a question, calling on someone)	Instructor tries to monitor the students but continues to march forward with the lesson knowing that the students are not paying attention or following expectations (i.e. on the phone under the table.).	Instructor ignores cues from students who are not engaged in what is being done in the lesson.
Component 2: Instructor is flexible (technology issues, student engagement)			
A	B	C	D
When the technology doesn't work perfectly, instructor adapts the lesson to accommodate this; When the lesson loses student interest and engagement, instructor is able to meet the educational objectives in an alternative way in the moment.			Instructor marches forward with the lesson, regardless of mishaps in technology or level of student engagement.
Component 3: Instructor is able to adapt (preparation, back-up plan, variety)			
A	B	C	D
Instructor has a backup plan if the technology does not function correctly. This can be something delivered through the LMS or a handout which can be given to students who attended class.		Instructor continues with the course as planned even if the technology does not work .	Instructor spends time in class to troubleshoot the technology while the students sit and watch.
Component 4: Instruction is varied (student engagement)			
A	B	C	D
Lessons or lectures are divided into bursts of explanation followed by an activity or other active learning practice. Students are part of the learning process. The class varies in pace and activity, which keeps the students engaged throughout the class.	Breaks down lessons or lecture into longer bursts of explanation and has activities in between them. The pace is somewhat varied.	Breaks down the lesson or lecture into three or more long sessions with very little activity in between them.	Instructor designs a traditional lecture based class. Students are not involved in the learning process. The instructor talks for the entire time. Classes go on for over 1.5 hours without a break and/or shift of pace.

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Students Participate and are Engaged			
Component 1: Students understand their roles and responsibilities (classroom expectations, clear communication, learning contract)			
A	B	C	D
ICL instructor goes over the students' roles and responsibilities on the first day of class, and sets up the expectations in every class. Students are able to explain the expectations for proper behavior, attendance, and participation ; they also know what technologies they will use throughout the term. They are not faced with any surprises along the way. This information is also clearly laid out in their learning contract.	ICL instructor goes over the students' roles and responsibilities after the first day of class. Students are reminded of the expectations sometimes in class. Students are somewhat able to explain the expectations for proper behavior, attendance, and participation. they also know what technologies they will use throughout the term . They are not faced with any surprises along the way. This information is also clearly laid out in their learning contract.	The ICL instructor mentions the roles and responsibilities every so often in the term but it is not reinforced. Students are able to speculate and verbalize what is expected of them but this information is not found in the learning contract.	The ICL instructor never goes over the roles and responsibilities, or set any expectations for the class. Students are unable to verbalize what is expected of them. No information is not found in the learning contract.
Component 2: Instructor interacts and dialogues with the students (communication, collaboration, participation)			
A	B	C	D
Students are given the space to interact with the instructor and with the classmates during scheduled and prescribed times during class. They are given specific opportunities to participate even if it is not in their nature to do so.			Students are not given an opportunity to discuss with the instructor or their classmates during class. Group work, discussion, or collaboration is non-existent.
Component 3: Instructor creates the space for communication (Blended model, Moodle, dynamic community)			
A	B	C	D
Students are given a space outside of class (i.e. Moodle) where they can communicate and connect with the class content and with each other. Instructor stays a few minutes after class to talk or answer questions as they leave.		Students are not given an opportunity to talk with the instructor or their classmates during or after class, and/or instructor disconnects from the classrooms as soon as class is over.	Students only mode of communication outside of class is e-mail. Instructor disconnects from the classroom as soon as class is over.
Component 4: Instructor limits talking at the students (pacing, dynamic, passive and active)			
A	B	C	D
Instructor keeps lecture and lessons to brief bursts of explanation and, whenever possible, engages students in discussion or other activities in between and throughout.		Talking head behavior--instructor lectures for longer than 5-10 minutes about any one topic without engaging the students in activity.	Lectures 10-15 minutes about one topic, gives students a break instead of an activity, and starts lecturing again.