Faculty Training Techniques for Creating Effective and Instructionally sound Full-term and Partial term Courses.

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This best practices presentation will be focused on using sound Instructional Design principles when training faculty to simultaneously and efficiently create Full-term (16 week) and Partial term (10 week) technology based courses.

In the online environment, it is common place to create separate courses for full term and partial term courses. There are many techniques to accomplish this. The most common in our experience is to delete content to adjust to the shortened timeframe. An unintended side effect of this is students receiving different amounts of information depending on what semester their course is taken. The credit hours are equal, the cost to the student is equal but content exposure is drastically different and in some situations the academic rigor is greatly disparate.

When training Instructors to take this into account, we have developed a technique that allows instructors to use all of the content in the Full-term course, but to ease the academic rigor as to not overburden the student. We change the Assessments for the course, allowing students access to the full content but not responsible for all the assessments. Creating Full-Term and Partial-Term Assignments, Course Organization, Calendars and Grading Criteria allow for an online course to exist in both terms using 67 pages instead of the 122 pages the same course would require not using this technique.