

Misericordia University
Alternative Instructional Equivalencies

	Description	Rate of Equivalency	Equivalency
Blogs, journals, logs	Students' opportunity to apply learned concepts or for reflection on learning experiences; to be shared with instructor and/or classmates for thoughtful analysis, feedback and assessment.	1 private posting = ½ hour instruction 1 shared posting (required to read all classmates' postings) = 1 hour instruction	
Case studies & problem solving scenarios*	In-depth analysis requiring utilization of higher order analytical skills which relate to course objectives and is shared with instructor and/or classmates for feedback and assessment.	1 case study analysis & posting = 1-3 hours instruction	
Chat rooms for class or group projects	Instructor led opportunities for collaborative, synchronous learning with specific expectations for participation & feedback. (Chats are posted for review.)	1 hour chat = 1 hour instruction	
Conference calls	Instructor led opportunities for collaborative, synchronous learning with specific expectations for participation & feedback. (When possible, calls to be recorded for review.)	½ hour call = ½ hour instruction	
Discussion board	Instructor guided or mediated threaded discussion that directly relates to course objectives and which has specified timeframes, expectations for participation, and thoughtful analysis.	1 posting (requires reading all postings) = ½ hour instruction 1 posting (requires reading all postings and reply to a minimum of 5) = 1 hour instruction	
Field trips or tours (to include virtual tours)	Students participate as individuals or in groups in analyzing an activity and preparing a paper or presentation, to be shared in whole or in part with instructor and/or classmates.	(Facilitator or Instructor Led) – 1 hour tour = 1 hour instruction (Student(s) alone without instructor or facilitator) - 1 hour tour plus reflection paper = 1 hour instruction	
Group project	Instructor mediated culminating activity with specific learning objectives; students collaborate via e-mail, chat rooms, discussion boards, and/or face-to-face contact to research, analyze, synthesize, and prepare project with instructor receiving periodic updates and providing guidance to group.	1 hour per week for duration of project	
Guided project	Instructor mediated culminating individual project with specific learning objectives; student and facilitator collaborate via email, chat, discussion boards, and/or face-to-face to research, analyze, synthesize and prepare project with instructor receiving periodic updates and providing guidance and feedback.	1 hour per week for duration of project	
In-Class instruction, presentations & tests	Instruction, presentations, and tests provided in person in live classroom setting.	1 hour = 1 hour instruction	
Instructional CDs, Powerpoints, videos*	Instructor mediated to expand upon and clarify course concepts and objectives.	Reviews and posts response to 1 unit = 1 hour instruction	

Misericordia University
Alternative Instructional Equivalencies

Lecture activity - video, written or audio	Opportunity for students to develop questions, comments, or observations, to be shared with classmates and instructor through discussion board postings or participation in chat rooms.	Reviews 1 lecture & posts response = 1 hour instruction	
Library research* (instructor led)	In-depth instructor led opportunity for students to research scholarly articles or professional journals that relate to course objectives; to be shared with class in a designated manner.	1 five page project = 1 hour instruction 1 3-5 page paper = 1-2 hours of instruction	
Online quizzes	Opportunity for instructor to assess students' subject knowledge and provide feedback on students' progress.	1 hour test = 1 hour of instruction	
Reflection paper or article review*	Instructor guided activity for students to apply learned concepts and relate practices to personal experiences or apply higher order analytic skills in assessing scholarly articles or professional journals.	1 private posting = ½ hour instruction 1 shared posting (required to read all classmates' postings) = 1 hour instruction	
Service-learning project	Instructor led service project with specific learning objectives that integrates community service with academic study; faculty provides guidance, support, and feedback to students and student shares experience and reflection with fellow classmates via emails, chats, discussion boards, and/or face-to-face.	1 hour per week for duration of project	
Web-conferencing	Instructor led desktop to desktop or classroom video streaming instruction for collaborative, synchronous learning with specific expectations for participation and feedback. (i.e., Wimba, v-Brick, Wyew)	1 hour webinar = 1 hour instruction	
Web-Quest* (Internet research)	Instructor guided opportunity for students to research information on the Internet that enhances student learning and addresses specific course outcomes; findings shared with the instructor and classmates.	1 in-depth posting = 1 hour instruction	

***Researching, PowerPoint/video reviews, webquest activities, reading articles, etc. are considered “homework” assignments. The Rate of Equivalency denoted pertains to posting, reviewing, sharing, and providing student-to-student and/or instructor-to-student feedback.**

Please note **14 hours per credit** of instruction must be provided (42 hours for a 3 credit course). Please include this in all alternate-learning syllabi.