

**EQUIVALENT DIRECT INSTRUCTIONAL ACTIVITY INVENTORY**

The following chart is meant to serve only as a guide for developing equivalent direct instructional activities. Faculty Journal, 2011

<b>Logs</b>	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	15-45 minutes of instruction
		1 shared posting w/requirement to read all student posts	45 minutes-1 hour 15 minutes of instruction
<b>Case studies and problem solving scenarios</b>	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 of instruction
<b>Chat rooms for class or group projects</b>	Instructor led opportunities for collaborative, synchronous learning with specific expectations for participation and feedback. Chats are posted for review	1 hour chat	1 hour of instruction
<b>Conference calls</b>	Instructor led opportunities for collaborative, synchronous learning with specific expectations for participation and feedback. When possible, calls to be recorded for review.	½ hour call	30 minutes of instruction
<b>Debates</b>	Verbal arguments on a controversial issue conducted within a set framework, including constructive speeches, cross-examination, posed questions, and rebuttal.	5-minute debate (Research and preparation of content and argument)	

<p><b>Field and Clinical Experiences</b></p>	<p>Students participate in real-world experiences related to their field under the guidance of an instructional mentor and/or institution professor. In some instances, instructors are instructing students on-site for the duration of the experience. Professor/instructional mentor oversight includes on-site observations, video analysis, reflection journals, forums, etc. all with professor and/or instructional mentor feedback. Instructional mentors may be registered nurses, cooperating teachers, and theatre directors.</p>	<p>Extent of activity and equivalency will vary and should be determined based on the required activities associated with the experience.</p>	
<p><b>Field trips or tours to include virtual tours</b></p>	<p>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</p>	<p>Facilitator or Instructor led 1 hour tour</p>	<p>1 hour of instruction</p>
		<p>Student(s) alone without instructor or facilitator 1 hour tour plus reflection paper</p>	<p>1 hour of instruction</p>
<p><b>Guest Lectures</b></p>	<p>Guest lecturers present on specialized topics relevant to course description, learning goals and outcomes</p>	<p>1 hour lecture</p>	<p>1 hour of instruction</p>
<p><b>Group projects</b></p>	<p>An instructor mediated culminating activity with specific learning objectives; students collaborate via email, chat rooms, discussion boards, and/or face-to-face contact to research, analyze, synthesize, and prepare project with instructor</p>		



