

EQUIVALENT DIRECT INSTRUCTIONAL ACTIVITY INVENTORY

The following chart is meant to serve only as a guide for developing equivalent direct instructional activities. Faculty members and departments ultimately determine what constitutes equivalency for students in their classes. Adapted from the University of Pittsburgh, Center for Teaching and Learning.

ACTIVITY	DESCRIPTION	EXTENT OF ACTIVITY	INSTRUCTIONAL EQUIVALENCY
Blog, Journal, 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	15-45 minutes of instruction
		1 shared posting w/requirement to read all student posts	45 minutes-1 hour 15 minutes of instruction
Case studies and 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 of instruction
Chat rooms for class or group projects	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
Conference calls	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
Debates	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)	45 minutes-1 hour 15 minutes of 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 w/requirement to read all student posts	15-45 minutes of instruction
		1 posting w/requirement to read all student posts and reply to a minimum of 5 posts	45 minutes-1 hour 15 minutes of instruction

Field and Clinical Experiences	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.	Extent of activity and equivalency will vary and should be determined based on the required activities associated with the experience.	
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 of instruction
		Student(s) alone without instructor or facilitator 1 hour tour plus reflection paper	1 hour of instruction
Guest Lectures	Guest lecturers present on specialized topics relevant to course description, learning goals and outcomes	1 hour lecture	1 hour of instruction
Group projects	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 receiving periodic updates and providing guidance to group.	1 – 4 hours/week for duration of project	
Guided Project	An 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 and prepare project with instructor receiving periodic updates and providing guidance and feedback.	45 minutes – 1 hour 15 minutes/week for duration of project	
In-class Instruction, Presentations, and Tests	Instruction, presentations, and tests provided in person in live classroom setting.	1 hour	1 hour of instruction

Instructional CDs, PowerPoints, Videos	Instructor-mediated to expand upon and clarify course concepts and objectives.	Reviews and posts response to 1 unit	45 minutes-1 hour 15 minutes of instruction
Interactive tutorials and simulations	Tutorials with multiple media that allows the student to interact with the content that they are learning. Interactive tutorial components can include activities such as podcasts, learning games, quizzes, audio and video.	Equivalency will vary and should be determined based on the length of the tutorial and average time to complete required activities.	
Lecture activity – 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 and posts response	45 minutes-1 hour 15 minutes of instruction
Peer review/assessment	Employing instructor-designed criteria, students evaluate each other's work	Student review of peer work and follow-up response post/email to student/teacher	15-45 minutes of instruction
Scholarly 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	45 minutes-1 hour 15 minutes of instruction
		1 3–5-page paper	15-45 minutes of instruction
Online quizzes	Opportunity for instructor to assess students' subject knowledge and provide feedback on student's 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	15-45 minutes of instruction
		1 shared posting w/requirement to read all student posts	45 minutes-1 hour 15 minutes of instruction

Service Learning Project	An instructor led service project with specific learning objectives that integrates community service with academic study; faculty provides guidance, support and feedback to students and students shares experience and reflection with fellow classmates via emails, chats, discussion boards, and/or face-to-face	45 minutes – 1 hour 15 minutes/week for duration of project	
Virtual labs and lab reports	Instructor provides students with computer-simulation or online laboratories in blended lab-based courses or in order to replace missed laboratories.	1 hour of virtual laboratory	1 hour of instruction
	Instructors require students to submit, share, or post lab reports produces and assess work according to course rubric.	1 lab report post and review and respond to classmates posts	45 minutes-1 hour 15 minutes of instruction
Web-conferencing	Instructor engages students in desktop-to-desktop or classroom video streaming instruction for collaborative, synchronous learning with specific expectations for participation and feedback (e.g., Skype, Zoom, Teams, GoToMeeting)	1 hour webinar	1 hour of instruction
Web-Quest or Internet Search	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	45 minutes-1 hour 15 minutes of instruction