

# Bichronous Faculty Professional Development: Why it works (and sometimes doesn't)

QM Implementation



# Overview

1

**Describe** bichronous online learning and its key components

2

**Identify** opportunities and challenges using a bichronous online format for professional development

3

**Apply** a bichronous online learning model for professional development



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# Our Team



## **Pre-COVID Approach**

NC State's hybrid model for preparing faculty for QM Review



## **Pandemic Shift**

Transition to bichronous learning during pandemic to maintain flexibility and engagement for faculty



## **Post-Pandemic Continuation**







Feedback driven decision to maintain the bichronous format



# Bichronous Online Learning

Combination of synchronous and  
asynchronous components

# Components of Bichronous Online Learning

<b>Synchronous</b>	<b>Asynchronous</b>
<p><b>Real Time</b> Enhances interaction</p> 	<p><b>Time Delay</b> No scheduling conflicts</p> 
<p><b>Flexibility</b> Participate from anywhere</p> 	<p><b>Flexibility</b> Learn at own pace on own time</p> 
<p><b>Immediate Feedback</b> From instructor and/or peers</p> 	<p><b>Delayed Feedback</b> Some feedback may be immediate</p> 

# Course Improvement Cohort



## Cohort Meetings

There are 16 biweekly cohort meetings over two semesters. 1 hr in length via Zoom.



## Course Prep

All course prep is done through online “assignments” where members share their progress



## Mentorship

There are 16 biweekly mentor meetings over two semesters. 30-1hr in length via zoom.

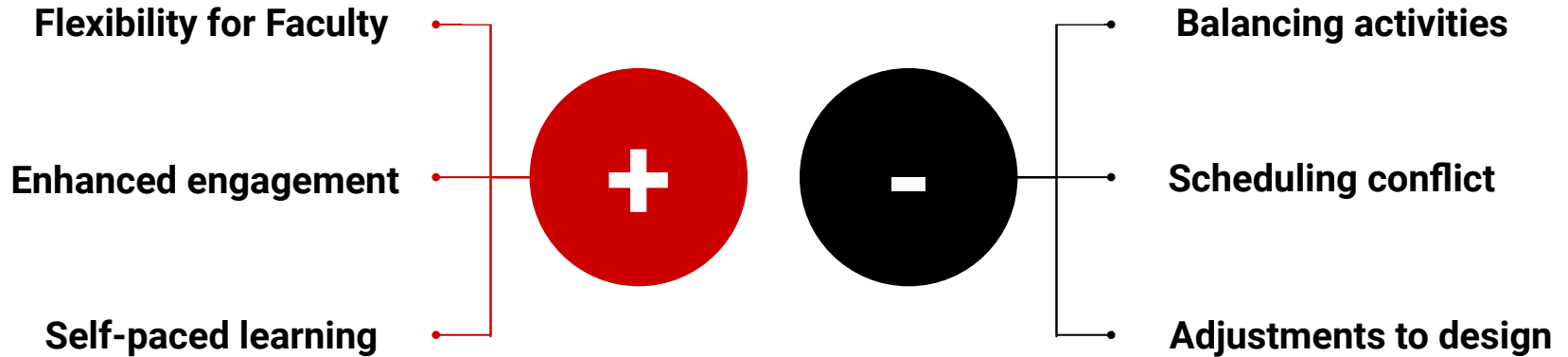


## Internal Review

All cohort members perform internal reviews at the end of program before official review



# Opportunities and Challenges







**What is Bichronous  
Online Learning?**

**Components of  
Bichronous Learning**

# Recap

**Application at NC State**

**Benefits and Challenges**



**Let's discuss!**



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# Thanks!

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