Update: Blended Learning Taskforce

Future of Online and Blended Teaching

Preparing PHHP for 2020
Overview

• Setting the Stage for Blended Learning
• Definition and Expectations of Faculty
• Taskforce: Members and Mission
• Benefits and Challenges
• Taskforce: What Are We Doing?
• Course Examples
• General Recommendations
• Links to Resources
Pedagogical Models

Conventional
- Present information
- Periodic testing for evaluation

Mastery (Skinner, 1968)
- Information in small modules
- Formative testing, positive reinforcement, feedback
- Repeat testing & feedback until mastered before proceeding

Tutorial
- Present information
- Continuous feedback and correction
- Small group discussion, interaction and application
Conclusion of the Pew Report
The Future Impact of The Internet on Higher Education (July 2012)

• “By the end of the decade, there will be a transition to blended learning approaches that combine online learning with less frequent, on-campus in-person class meetings.”

• “The future of education will entail a combination of face to face instruction with online learning—a hybrid environment that captures and adopts the best of both worlds.”

• “As that paradigm emerges, there will be more emphasis on teaching students how to learn—how to digest huge amounts of information, craft a cogent argument, and think for oneself.”
Plan for Blended Learning

Directives: Fall 2012 General Faculty Meeting

✓ Assemble a task force of faculty, staff, and students to provide advice on implementation
✓ Assess which courses are best suited for conversion to a blended format
≈ Set targets for numbers of courses to be converted each year
≈ Establish an infrastructure to support course conversion
• Develop business plan to ensure cost effectiveness
• Explore new self-funded options based on the blended and online teaching
• Assess quality of learning experience in blended courses
**Taskforce Members & Mission**

- Mike Perri
- Stephanie Hanson
- Susan White
- Amy Cantrell (Bio)
- Cindy Prins (Epi)
- Craig Velozo (OT)
- Jamie Pomeranz (BSCH)
- Kristina Von Castel-Roberts (CHP)
- Michael Marsiske (CHP)
- Andrew Kane (EGH)
- Christopher Harle (HSRMP)
- Alice Holmes (SLHS)

**Mission:** Examine ways in which new technologies can enhance the effectiveness of teaching in PHHP

**Blended Learning Conversation**
What is Blended Learning?

• **Strategic** replacement (or supplementation) of a portion of face-to-face time with online or other virtual material

• Amount of blending can **vary greatly** with course, instructor, and many other factors (not “one size fits all”)

• **Goal:** Leverage technology to enhance teaching and learning efficacy and efficiency

• **Why Now?**
  • The timing is right
  • Keep up with changing student population
  • Proactive implementation rather than reactive
Expectations

**All Faculty**

- **Understand** the concept of blended learning
- **Be familiar** with college’s initiative

**Interested Faculty**

- **Share** your recommendations, experiences, lessons learned, ideas for future
- **Reflect** on ways in which the blended model might benefit you and your students
- **Consult** with your taskforce representative
Potential Benefits

Students & Faculty
- Face-to-face activities
- **Shift from** relatively uninspiring “lecture” to engaged “discussion”
- Allow for **adaptive** instruction

**Faculty**
- **After** substantial investment, time on course may be **reduced**
- Greater **flexibility** to manage student/faculty schedules
- Can implement in **stages**

Students
- **Small** modules
  - Reduce fatigue and boredom
  - Increase engagement
- More control over **pace**
- Content available for **review**
- Mastery & tutoring elements **increase learning**, retention, and knowledge utilization
- Universal design (colors, fonts, closed captions, etc.) improves **accessibility** for all
Potential Challenges

(From Educause Learning Initiative, November 2010)

- Faculty Development
- Time
- Support
- Faculty Resistance
- Model Assessment
- Student Assessment
- Infrastructure
- Funding
- Student Resistance
Taskforce Defined Goals

• **Establish vision** and implementation **plan** for blended and online learning

• **Develop** plan to acquire **resources** and **infrastructure** needed (i.e., software, technology, support staff)

• **Participate** in the implementation of the first set of blended courses next year

• **Assemble** preliminary **examples** and **models** and **develop** a minimal, replicable, adaptable **template**

• **Guide** faculty in approaches to blended content
Taskforce Activities to Date

• Meets biweekly – 7 meetings to date

• Taskforce has been focused on:

  - Identifying **PEOPLE** with Experience and Interest
  - Understanding Current Campus **RESOURCES**
  - Identifying **COURSES** to Blend in the Coming Year
Blended Courses

- Fall 2013
  - CLP 6527 Measurement, Design, and Statistics 1 (≈ 40)
  - PHC 6001 Principles of Epidemiology (≈ 90)
  - PHC 6050 Statistical Methods for Health Sciences 1 (≈ 55)
  - PHC 6052 Introduction to Biostatistical Methods (≈ 35)
  - HSA 6114 Introduction to the U.S. Health Care System (≈ 80)
  - PHC 3603 Critical Issues in Public Health (≈ 60-70)

- Additional courses will be added in the spring
- Over next 5 years, convert appropriate courses
Faculty Examples
Michael Marsiske: Course Evolution

2003  PowerPoint; (reluctantly) send via email before class

2004  Public web page; readings, PowerPoint, assignments

2007  Transfer personal html pages to E-Learning

2010  Use Sakai; HW and final in Sakai; data analysis demos

2011  Sakai practice quizzes; record audio of lectures & post

2012  Record screen during lecture and post; practice datasets

2013  Flipped model: Consider accessibility issues

2014  Explore mastery component
Cindy Prins: Course Transition

Large Lecture with Low Participation
- Short Modules
- Multiple Formats
- Online Forums
- Mastery Assessment

Diverse Students
- Variety of Examples
- Address Student Ability

Smaller Lab Groups
- More Flexible Meeting Times
- More Time in Lab Sessions
Amy Cantrell: Flipped Classroom

• Plan for Fall 2013
  • Evaluate materials and fully implement a blended approach for on-campus PHC 6050/6052
  • Open textbook and videos replace traditional lectures
  • Mastery quizzes cover online content
  • In-class time for brief demos and group activities
  • Extensive use of Sakai

• Most materials will be used for both the blended on-campus and fully online courses
  • BOLT.mph.ufl.edu
Welcome to PHC 6050 Online Spring 2013

Statistical Methods for Health Science I

This page will be used for general information about the course and to remind you where you should be each week. You can open this page in its own window using this [LINK].

Online "Textbook" - [holt.mph.ufl.edu](http://holt.mph.ufl.edu)

An interesting TED Talk - [Stats that reshape your worldview](http://www.ted.com/talks/vernor_vintner_stats_that_shape_our_worldview) 

**Week 14: (April 8 - April 12)**

- **Due 4/8/2013 11:55 PM**: Assignment #2 - Best attempt must be completed by this deadline to count for your Assignment 2 grade. (Average of Quizzes in Modules 9-12 converted to 50 point scale)
  - Unit 4: [Module 15](#) - Case Q-R
  - Dr. Cantrell's Lectures: [Module 15](#)
  - SPSS Tutorial #5 - [Modules 14 and 15](#)
  - For Fun - SPSS Demo using College Football Data - [Modules 13-15](#)
  - **Due 4/14/2013 11:55 PM**: Quiz - Module 13

**Week 13: (April 1 - April 5)**

- Unit 4: [Module 14](#) - Case C-Q
  - For Fun - [Chapter 14](#)

Announcements

- [Assignment 2 Grade](#)
- [Assignment 2 grade](#)
- [Week 14 and Comm](#)
Welcome to PHC 6053
Regression Methods for the Health and Life Sciences

Course information, materials, communication, and grades will be available via this site throughout the semester. If you have any suggestions or comments please post them in the discussion board or talk with Dr. Cantrell. If you prefer to view this information in its own window you can use this LINK.

PHC 6050/6052 Online Textbook (SAS Skills PHC6052, SAS Tutorials, SPSS Tutorials)

WHAS500.pdf (Additional information about this dataset which might be useful for Assignment 4)

Wednesday 4/10
- Assignment5.pdf (Assignment not yet created in Sakai)
- FullSolutionPart1.pdf
- Fullasgrt.pdf
- Audio (MP3)
- Video (WMV)

Wednesday 4/3
- lecture9.pptx
- SAS_L09_Output.pdf
- lecture9.sas
- Audio (MP3)
- Video (WMV)

Monday 4/1 - Lecture 7 Part 2
- Audio (MP3)
- Video (WMV)
Cantrell: Video Production

• Help capture what you would do with student in person

• Common Tools:
  • Merge, zoom and pan
  • Highlight cursor, point to or outline areas of the screen
  • Add text, including captioning
  • Add images, can be use for corrections
  • Record or re-record sound
  • Extend or shorten segments of the screen image

• Other Tools: transitions, fades, blur

• Textbook Intro & Short Clips
Andy Kane: Water Biology and Fish Guts!

- Evolution based on web-based outreach extended to blended learning
  - HTML embedded within Sakai for “Blended” PHC 6301

- **FishGuts**: Dynamic outreach and teaching; support elements for various uses:
Kristina Von Castel-Roberts: Coursera

- **Coursera** - Human Nutrition

  ![Fundamentals of Human Nutrition](image)

  This introductory course provides an overview of the principles of nutritional science. Subject matter includes description and functions of nutrients, digestion and absorption, effects of nutrient deficiencies and toxicities, requirements, food sources, nutrient interactions, dietary guidelines, and the role of nutrition in health and disease.

- **Wiki Book**

  ![Fundamentals of Human Nutrition](image)

  Welcome to the Fundamentals of Human Nutrition

  **Introduction**

  This workbook is part of the Coursera course, Fundamentals of Human Nutrition. The workbook project will be offered to those students participating in the synthesis of learning level within the course. Students enrolled in the Coursera course will be permitted to contribute to the book as part of the active learning within the course. Their contributions will represent the global perspective of each of the book topics listed below. The students come from a variety of locations, different age groups and professional backgrounds. We ask all of the participants to follow the Wikibooks contributions guidelines and provide the citations for all materials.

  The instructor of this course, and moderator of the Wikibook, has a PhD in human nutrition and works in both nutrition education and research. The aim of this textbook is to provide an open, trustworthy educational resource on international human nutrition. The instructor has taught at both the undergraduate and professional levels, with a strong emphasis on the incorporation of nutrition knowledge in health care and disease prevention. Their research expertise is in both nutritional biochemistry, community nutrition, and nutrition in higher education.
Taskforce: General Recommendations

- **Training, support, and resources** for faculty are essential.
- **Course Priorities for PHHP:**
  - **New** Courses
  - **Large** Enrollment
  - **Stable** Content
- Follow [UF Standards and Markers of Excellence](#)
- Implement blending thoughtfully & at comfortable pace
- Online and face-to-face elements should be
  - Complementary and work together in unison
  - Quality materials with good use of technology
Taskforce: Next Steps

- Set targets for the number of courses to be converted each year
- Establish an infrastructure to support course conversion
- Develop business plan to ensure cost effectiveness
- Explore new self-funded options using blended/online teaching
- Assess quality of learning experience in blended courses
Questions
Other Examples & Resources

- **UF CITT** and their list of **Tools**
- **teach.ufl.edu** and **Faculty Institute** (Training for CITT)
- Samples of Resources at Other Institutions:
  - **UCF** and **Berkeley College**
- Faculty Focus: **Browse Topics**
- **UF Coursera Courses** and **News about UF Coursera Courses**
- **2013 Teaching Excellence Workshop Recorded Sessions**
- **(Past) Interface Workshop Recorded Sessions**
- **Coursera cofounder Daphne Koller: UF “Bricks & Mortar”**