Blended Learning Taskforce
July 22, 2016
11:00 am – 12:00 pm
Darrel J. Mase Conference Room
Summary

Present: G. Hack, S. Hanson, A. Kane, F. Kates, M. Marsiske, C. Prins, C. Vogtle (transcriber)

Learning Objectives. Dr. Hanson presented the latest rendition of the learning objectives competency, which included clearer language and better alignment with other competencies. Dr. Hanson reviewed level definitions: 1-Null; 2-Adjusted use of given tools. Components are topically connected but not to course outcomes; 3-Components align topically and with course outcomes. There is implicit alignment with accreditation standards; 4-Accreditation connection becomes clear. Different levels of learning start to be built: 5-operationalization of course. Course has various objectives with competencies for students to achieve; Level 6-Continued building.

Dr. Hanson and Hack kept the primary conceptual point of the previous version but moved them up a level.

- The group agreed with the changes. They felt the language was clearer. Dr. Hanson noted the language was kept as clear as possible to ensure objective focused on student comprehension. The group felt the changes allow the level to build on each other making them feel more natural in progression and easier to understand as far as expectations are concerned.

- Decision: Task Force agreed to changes.

Design Approach. Dr. Hanson guided the group through the initial design discussion. She asked the group to identify the critical components they felt were need in order for faculty to be considered competent in a level. They would need to build the components for each competency with the goal of getting faculty to the next level (exit goal). She also asked the group consider what products individuals will have to produce to prove competence. Dr. Hack suggested subgroups participate in task analysis as they build the levels. Task Force will focus on designing a program that addresses levels 1-3.

Design Discussion. What do participants need to know?
Moving from Level 1 to 2

A. What is the purpose of a course objective? (More than just knowledge and cognitive objectives)
B. What is an objective (structure)?
C. Understanding Bloom’s and how objectives fit
D. Knowledge of relation between objective and competency
E. Reflection on what they want students to know/learn
F. Clarity of objective
G. Identifying topics course must address
H. Sufficient number of objectives to cover most major areas

Moving from Level 2 to 3

1. How to create measurable objectives
2. Writing an objective that fits accreditation standards
3. How objectives link to major topics
4. Level of objective, levels of learning and prerequisites considerations

Moving from Level 3 to 4

1. How objectives link to learning activities

Teaching sequence (basics)

A
B
C
D

Basics handled online. Faculty will write:
Sample course objectives
Critique of course objectives provided (good/bad and why)
Define purpose of course (purpose activity)

Next Meeting: August 5, 2016 from 11 am – 12 pm in HPNP 4142