Blended Learning Task Force
Update and Presentation
What is Blended Learning?

• Strategic use of a combination of on line/virtual content and in person, interactive class activities to maximize student learning

• Leverages technology to enhance teaching and learning efficacy and efficiency over time

• Tutorial Model: Facilitate mastery by:
  – Presenting information
  – Providing feedback and opportunity for improvement
  – Using interactive activities (e.g. discussion, applied examples)
Taskforce Members

- Mike Perri
- Stephanie Hanson
- Susan White (MPH)
- Amy Cantrell (Bio)
- Cindy Prins (Epi)
- Andrew Kane (EGH)
- Jamie Pomeranz (BSCH)
- Kristina Von Castel-Roberts (CHP)
- Michael Marsiske (CHP)
- Christopher Harle (HSRMP)
- Alice Holmes (SLHS)
- Orit Shechtman (OT)
Taskforce Activities to Date

• Have met biweekly since January 2013—17 times to date

• Four intersecting foci to work thus far:
  - Meeting with Campus Experts
  - Exploring Software Platforms and Tools
  - Developing Fall Courses
  - Identifying Interests, Resource Needs, and Action Items
Campus Experts/Resources

• Dr. Ken Nanni, Previous director of distance and continuing education – discussed potential assistance for technology piece
• Dr. David Julian, CLAS professor of biology – overviewed his experience with blended learning, presented lecture tool examples
• Dr. Jim Gorske, Assistant Dean and Director of the Disability Resource Center – reviewed accessibility issues
Campus Experts - continued

- Ms. Jennifer Smith – Manager of the Center for Instructional Technology and Training (CITT)
- Mr. Randy Graff - HSC Director of Educational Technology
Software Platforms Considered

- **Moodle** – presented by Mr. Aaron Thomas, Assoc. Director of E-learning, College of Education
- **Impatica** – presented by Dr. Joseph Burley, College of Nursing; demo by Dr. Marsiske
- **Articulate Storyline** – referenced by Randy Graff, HSC director of Educational Technology
- **Camtasia Studio** – discussed by Jennifer Smith; demo by Dr. von Castel-Roberts
Blended Courses – Fall 2013

• Fall 2013
  – PHC 6001 Principles of Epidemiology (102) Prins
  – PHC 6050 Statistical Methods for Health Sciences 1 (59) Cantrell
  – PHC 6052 Introduction to Biostatistical Methods (46) Cantrell
  – HSA 6114 Introduction to the U.S. Health Care System (85) Hall
  – PHC 3603 Critical Issues in Public Health (66) Pomeranz

• Over next 5 years, convert appropriate courses
# Department Survey Responses – Number of Courses to Convert

<table>
<thead>
<tr>
<th>Department</th>
<th>On Line/Major Content</th>
<th>Minimal or No Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>BSCH</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>CHP</td>
<td>2</td>
<td>5</td>
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<tr>
<td>EGH</td>
<td>1</td>
<td>5</td>
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<tr>
<td>EPI/PHC</td>
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<td>2</td>
</tr>
<tr>
<td>HSRMP</td>
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<td>3</td>
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<tr>
<td>OT</td>
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<tr>
<td>PT</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>SLH</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>
Priority Service Needs Reported

• Recording lectures
• Editing lectures to change/enhance content
• Technical trouble shooting during course
• Using tools
• Creating on line content
• Designing course site layout
• Editing lectures to improve presentation quality/style
• Structuring live class
Potential Challenges

(From Educause Learning Initiative, November 2010)

- Faculty Development
- Time
- Support
- Faculty Resistance
- Model Assessment
- Student Assessment
- Infrastructure
- Funding
- Student Resistance

[Bar chart showing the percentage of challenges, with Faculty Development being the highest and Student Resistance being the lowest.]
Action Items/Issues to Address

(see hand-out)

• Infrastructure, Support, and Design
  – Hardware, software, staffing

• Training Resources and Communication
  – Faculty toolkit, training workshops, help desk

• Policies and Related Documents
  – Assessing learning, aligning syllabi with markers, revising student evaluations

• Fiscal Planning
  – Infrastructure costs, maintenance budgeting

• Execution – the Master Plan
  – Timeline for course implementation, roll out plan for resources
Summary

Decisions and Actions To Date

– Camtasia Studio selected as platform
– 7 courses currently being piloted in blended model
– Surveyed programs regarding interest in additional course conversion
– Agreed to delay additional course development other than CLP 6528 (Dr. Marsiske) to provide time to learn from current experience
– In process of hiring an instructional designer
– Agreed to develop basic PHHP template
UF Standards and Markers of Excellence for Online and Blended Courses

8 Domains

- Course Overview and Introduction
- Course Goals and Learning Objectives
- Assessment and Measurement
- Instructional Materials
- Interaction and Engagement
- Course Technology
- Accessibility
- Course Design Evaluation

2 Levels of Quality

- Standard
- Exemplary
## Domain Examples

<table>
<thead>
<tr>
<th>Domain</th>
<th>Standard</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Overview/Intro</td>
<td>Participation instructions easily found</td>
<td>Students surveyed to assess ease of navigation</td>
</tr>
<tr>
<td>Goals and Objectives</td>
<td>Overall goals clearly stated</td>
<td>Weekly objectives linked to overall goals</td>
</tr>
<tr>
<td>Assessment/Measurement</td>
<td>Assessments measure learning objectives</td>
<td>Multiple assessment strategies used</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>Materials presented in manageable segments</td>
<td>Varied engagement</td>
</tr>
<tr>
<td>Interaction/Engagement</td>
<td>Use groups to encourage participation</td>
<td>Students participate in evaluation</td>
</tr>
<tr>
<td>Course Technology</td>
<td>Provisions for tech failure</td>
<td>Built in practice for tech use</td>
</tr>
<tr>
<td>Accessibility</td>
<td>Avoid color for meaning</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Design Evaluation</td>
<td>Evaluated regularly</td>
<td>Part of course documents</td>
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