Blended Learning Taskforce Meeting
May 29, 2015, 11:00 am

Summary

Present: Amanda Balkhi (student – by phone), Dr. M. Bishop, Dr. G. Hack, Dr. S. Hanson, Dr. A. Kane (by phone), Dr. M. Marsiske, Dr. C. Prins, and Dr. J. Pomeranz

- **Faculty Orientation Materials Subcommittee Work Update**
  The Orientation Materials Subcommittee provided an update on their work and presented the shell of the Canvas Faculty Orientation course in development.
  - The subcommittee noted that materials in the online course draw from resources from the CITT and PHHP Blended Learning websites. The goal is to create interactive content within modules specific to faculty orientation to blended learning.
  - There are three module sections in the self-paced Canvas course:
    1. About Blended Learning
    2. Getting Started with Canvas
    3. Evaluating and Fine Tuning in Canvas
  - The Taskforce reviewed the sections within each module and provided suggestions for reorganization, additional content, and applications:
    1. Content could include video vignettes on blended learning from faculty who have implemented successful strategies and students who have been through blended courses.
    2. Split up modules into sections focusing on ‘in the classroom’ and ‘online.’
    3. Include evaluation strategies on how to capture student mastery, the usefulness of mid-semester student surveys and focus groups, and what to look for in student evaluations.
    4. An instructor might be used for the Canvas course to make it more blended.
    5. Due to the timing when faculty begin, the course may be set up with posted times for activities and modules with an instructor to guide specific topical content.
    6. For the brainstorming phase, it may be useful to provide descriptions of intent for each section of the modules.
    7. Add footage and concrete images of blended classrooms for faculty to envision their own courses.
    8. Additional module section suggestions include classroom setup, tools, and examples.
• The Taskforce discussed ways the orientation course could demonstrate value to new faculty and non-new faculty alike, as well as chip away at preconceived notions and barriers to adopting a blended learning approach.

• It was suggested that the Canvas course could be linked to faculty portfolios and the Teaching Excellence Certificate in development.

• The Taskforce suggested that the subcommittee focus on conceptual development now and at a later time discuss what needs to go into the course first before it is launched.

• **Action Item:** The subcommittee will focus on the next phases of development:
  1. Identify intent of each section
  2. Identify what the subcommittee needs to do to create each section
  3. With these in mind, create an operational plan to understand the steps to develop the course in a determined timeframe.

  The subcommittee will then bring this plan to the Taskforce one more time to refine prior to full implementation.

• **Migration Survey Subcommittee Work Update**
  Dr. Hack presented an update on the Migration Subcommittee survey work. He noted that each department has unique needs, so an overarching migration strategy would not be beneficial.
  • Dr. Hack suggested an orientation workshop and individual meetings as a more optimal migration strategy for departments.
  • Dr. Hack will have a conversation with each department representative and blended learning representative and come back to the Taskforce with a plan that will identify what needs to be addressed and by when for each department. This will allow for an overall plan for each department.
  • It was also noted that some departments’ needs may appear inflated on the surveys since some faculty are migrating on their own and need minimal assistance.
  • **Action Item:** The subcommittee with operationalize the migration plans for the next faculty meeting. The goal is to educate faculty on where resource support can be found and what the timing of the migration will be.

• **Action Items for Follow Up**
  • Taskforce members should review the Educational Portfolio template before the next meeting.
  • Dr. Hack will look into compliance issues with keeping student records in Sakai during and after the CMS transition to Canvas.

• **Active Follow Up Items**
  • Dr. Prins indicated she would be talking with each faculty member in her department to gain a better understanding of the amount of time it is likely to take each person to migrate and their instructional design needs. Other Taskforce members were encouraged to do this as well as this will help determine resource needs required the Taskforce will need to organize.
  • It was suggested that Dr. Blue should be invited to an upcoming Taskforce meeting to give a building and space update.
  • Interested faculty will schedule focus groups with Dr. Hack.
• A handout will be created from student survey responses to assist new blended learning students with best practices and strategies in BL courses.
• Dr. Hanson will send an email to PHHP faculty announcing the new PHHP syllabus template pending decision on use of blended learning statement.
• Michelle emailed the updated template to Dr. Hack, and it will be uploaded once revisions are made to the Blended Learning website.
• The Taskforce will look into creating an orientation to blended learning for students. From initial student responses, it is clear that an instructional guide to blended learning would be beneficial.
• Dr. Hanson or Dr. Hack will send the Taskforce a list of who has licenses in each department.
• Taskforce members will work with their departments to decide how to distribute the licenses to faculty who need to use them for blended learning courses.
• Taskforce members will choose a course and schedule a time with Dr. Hack to work it through the blended learning process.
• The Taskforce will determine from which level the push for template use will come from. The PHHP Curriculum Committee needs to know how strict the template implementation is in order to guide their review decisions.
• The Taskforce has reviewed the three tutorials and given feedback to Dr. Hack; revisions in process.
• Dr. Hack will draft a plan for developing tutorials and workshops. The Taskforce’s departmental representatives will check with their faculty to determine their instructional design needs. Polls to assess needs may be done at upcoming departmental meetings to bring back to the Taskforce.
• The group will consider finding a higher level public health undergraduate student working with Dr. Moorhouse who may be interested in joining the taskforce.

**Completed Follow Up Items**
• A Blended Learning Taskforce update was presented at the college-wide faculty meeting.

**Pending Follow Up Items**
• The PHHP Curriculum Committee will solicit feedback on the template from faculty in mid-Spring
• The Taskforce will lay out a systematic process for connecting new faculty to resources.
• Dr. Hack will take the next steps to have a broader conversation with UF on copyright and FERPA issues.
• Dr. Cantrell will report back on the functionality of G-301 for a blended learning course as the fall semester progresses.
• The Taskforce will look at the University of Minnesota’s blended learning program in their Center for Allied Health Programs, since it is similar to our PHHP set-up (http://cahp.umn.edu/blended-online-learning).
• The Taskforce will consider the constellation of trainings and activities that should be required for the blended learning certificate.
• Dr. Hack has requested the taskforce to share assessment tools effectively used in their flipped courses.
• Next meeting: June 26th, 2015 (The June 12th meeting was canceled.)