Blended Learning Taskforce Meeting
June 26, 2015, 11:00 am

Summary

Present: Dr. M. Bishop, Dr. S. Hanson, Dr. C. Harle, and Dr. A. Kane

- Faculty Orientation Materials Subcommittee Work Update
  The subcommittee created an outline for implementation of the Canvas faculty orientation course, and added descriptions of purpose and additional details to each section.
  - There are three updated module sections in the self-paced Canvas course:
    1. About Blended Learning
    2. Getting Started with Online Technology
    3. Evaluating and Fine Tuning
  - The Taskforce reviewed the updated sections within each module and provided suggestions for reorganization, additional content, and applications:
    1. Module 1: About Blended Learning
      - The Taskforce agreed that this section should be more theoretical, including an introduction to the philosophy and examples of what blended learning might look like.
      - This section needs to be as intuitive as possible, so the subcommittee should consider consistent organization and possibly renaming the section to clarify the theoretical approach.
      - The Taskforce posed the following questions: What will people get out of the real world assignment of shadowing? Will the faculty apply concepts of blended learning through reflection questions that are submitted to the course website?
      - The teaching portfolio overlaps with the orientation materials, therefore this course may provide a component that faculty can fill in and submit to the teaching excellence certificate and other teaching portfolios.
      - The Taskforce suggested a rewording of the reflection questions to encourage faculty to consider the questions while actively shadowing in blended learning courses. The group also noted that the questions are more content based as opposed to process based.
    2. Module 2: Getting Started with Online Technology
      - The Taskforce discussed the purpose of this module, suggesting that it should focus on helping faculty get acquainted and comfortable with the technology and tools. It should also assist faculty with
putting a course together in a practice shell to apply what they’ve learned from the first and second modules.

- The group proposed renaming the module “Getting Started with Online Technology” to “Getting Comfortable with Online Technology.”
- In the section with links to helpful software, the group proposed adding details of limitations and opportunities for each tool, why it is useful, and the steps needed to try the software. This section should make faculty aware of the tools and inform them of how they could be useful to course development.
- The group also suggested creating a list of what faculty might want to accomplish with an outline of what software might help with those specific goals.
- The Taskforce proposed a comments section for reviews of the software, as well as a discussion board where faculty can help answer posted questions.
- The group suggested creating a fourth module with advance topics such as videography tools and tips.
- In section B of “Getting Started Outside the Classroom,” it should say “Orientation,” not “Description.”
- In the “Getting Started Inside the Classroom” section, the PHHP syllabi examples should be revised to clearly note what is in-class and what is blended/online in each course.
- The Taskforce discussed specific things to demonstrate or orient the faculty to in the “Getting Started Inside the Classroom” section. Ideas include indicating why faculty should use the college syllabus template, what aspects of in-class course development change when doing blended teaching, and how faculty should be thinking of doing live teaching differently in a blended course.
- The group suggested a section that includes quick guides on topics such as surveying, quick checks on student understanding, team-based teaching, and blending small vs. large classes.
- The Taskforce noted that, in the “Getting Started Inside the Classroom” section, item C (Video Vignette of Faculty using In-Class Technology) is a sub bullet of E (Other Helpful Software), and possibly a sub bullet of D (Team-Based Learning Resources).
- Ideally, these sections would tie in practically by providing hands-on tools and the processes of using them in the classroom.

3. Module 3: Evaluating and Fine Tuning

- Correction of text under Module 3 Purpose: “These sections are designed to give faculty…” not “and.”
- This section should provide guidance to faculty on what to do next now that they are oriented to blended learning and online tools. The
Taskforce suggested adding information on the teaching excellence certificate and formalized student assessments.

- The Taskforce discussed the target audience for the orientation course, noting that it would be promoted to interested faculty, all new faculty, and faculty new to blended learning.
- It was agreed to specifically target new faculty coming in with significant teaching assignments. The Taskforce identified the need to get the orientation course to them before they are too involved with starting new courses in the fall.
- The Taskforce also indicated that timing must be considered in the implementation plan. The group suggested sending the orientation course with the letter of offer, but also acknowledged the stress of transitioning to UF. One possibility is requesting the faculty to review it by the time they arrive or early on in their teaching. It was agreed that timing may need to be judged on an individual basis in some cases.
- The Taskforce noted that interface will be critical to think about when implementing the course, and the group must decide what is realistic to get done in the next year.
- **Action Item:** The Taskforce will provide feedback and suggestions for the Orientation Subcommittee’s outline for implementation at the next meeting.

**Teaching Excellence Subcommittee Work Update**

Dr. Harle noted that there is a clear overlap of the orientation materials and the teaching excellence materials, and aligning the work of both subcommittees will be possible.

- Dr. Harle suggested that the teaching excellence certificate tie in to what faculty are expected and incentivized to do in this college, thus generating faculty buy-in.
- Dr. Harle also noted that the subcommittee used the new tenure and promotion guidelines and teaching portfolio to generate the teaching excellence documents.

**Action Items for Follow Up**

- The Migration Plan Subcommittee will 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.

**Active Follow Up Items**

- 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.
- 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.
• 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**
  - The Orientation Subcommittee completed the next phase of revisions to the Canvas course and provided the Taskforce with a detailed update document on the course modules.

- **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](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: July 10th, 2015**