Blended Learning Taskforce Meeting
July 11, 2014, 11:00 am

Summary

Present: Amanda Balkhi (student), Dr. A. Cantrell, Dr. G. Hack, Dr. S. Hanson, Dr. C. Harle, Dr. M. Marsiske (by phone), Dr. J. Pomeranz, Dr. C. Prins, Ms. Susan White (by phone)
Absent: Dr. M. Bishop, Angela Fulbright (student), Dr. A. Kane, Dr. O. Shechtman

1. Follow up on College of Business Visit
   The Taskforce visited the College of Business Administration’s Active Learning Studio is on June 27th during the usual Taskforce meeting time. The tour was conducted by College of Business Administration representative Tawnya Means.
   • The Taskforce will work with Kari Cassel and Randy Graff when it is time to plan the redesign of the HPNP building to facilitate blended learning classrooms. PHHP will also partner with the colleges of Nursing and Pharmacy for this redesign.
   • Taskforce members who visited the COB’s Active Learning Studio agreed that the space provided ideas of ways to use technology in blended learning classrooms, in addition to setting up technology and physical classroom space.
   • Dr. Marsiske mentioned North Carolina State University’s scale-up website listing other universities adopting similar active learning classrooms which might be worth looking into (http://scaleup.ncsu.edu/).
   • Amanda Balkhi noted that, in a blended learning classroom, students can bring their own devices and screenshare projects with the instructor. Hybrid students can screenshare their work from off-campus locations as well.
   • Susan White added that Adobe Connect works well to screencast from East Campus.
   • Action Item: Dr. Cantrell will report back on the functionality of G-301 for a blended learning course as the fall semester progresses.
   • Action Item: 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).
   • Action Item: Over the course of the next year, the Taskforce will continue the discussion on whether or not anything needs to be done with the classroom spaces besides addressing accessibility issues.

2. Discussion of Blended Learning Statement
   The Taskforce discussed the Blended Learning Statement created by Dr. Hack, which also included suggestions from Taskforce members. The document included three sections presenting the blended learning statement in different ways.
This document was created at the request of faculty looking to put a College-level blended learning statement in their syllabi for students. The three sections were developed from email conversations between the Taskforce members.

Dr. Hanson noted that while the statements worked well to hit all of the points of blended learning, it read like a cumbersome college-level document. The statement should use more concrete and less theoretical language to prevent it from becoming bogged down.

The Taskforce agreed that it was important to make the statement as efficient a read as possible for people, and the statement needed to be clearly written for a specific audience. For students, the language should be active rather than passive in describing what students get out of blended learning.

Action Item: The Taskforce will decide the primary audience for the blended learning statement as well as its intention as a document.

The Taskforce agreed that the statement has a blended purpose and can be used in different documents. The statement can be used in syllabi to explain blended learning and its benefits for students, as well as an internal college document for faculty detailing blended learning resources and goals. The Taskforce agreed that it was useful to have a statement that can be pulled into a syllabus as well as a statement making a theoretical argument for blended learning.

The Taskforce suggested that the statement document can be divided into three possible documents. One document would be the statement designed for syllabi, one document would serve as helpful tips for faculty, and one document would serve as a philosophical statement for blended learning. These documents would be separated out in a way that targets specific audiences.

Action Item: Dr. Hanson will work with Dr. Hack to determine the specific audiences for the different components of the statement. This will be an ongoing project and can be handled over email between meetings.

3. Continued Review of Tutorials

Dr. Hack sent out three tutorials to the Taskforce and is awaiting feedback. The tutorials included call-outs and one included call-outs with audio.

After initial review of the tutorials, it was agreed that audio is helpful when included with the call-outs in the tutorials. Amanda also suggested that captions with the audio help as well.

The Taskforce must come to a consensus about the structure of the tutorials since they will be college-level resources and materials for faculty.

It was agreed that call-outs and transcripts are extremely useful despite their long production time. These additions assist students with different learning styles.

Action Item: Dr. Hack should check with Geof Gowan about the long term issue of storage space for these tutorials.

Action Item: The Taskforce will look at the three tutorials and give feedback to Dr. Hack before the next meeting so Dr. Hack can move forward with cleaning up the tutorials.

4. Ongoing Action Item Follow ups

Action Item: The Taskforce will view Dr. Kane’s video at the next meeting.
• Action Item: Dr. Hack will create 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.
• Action Item: Dr. Hanson may bring up the topic tutorials as a discussion item at the next General Faculty Meeting to determine how departmental needs align with the topic tutorials.
• Action Item: The Taskforce will consider the constellation of trainings and activities that should be required for the blended learning certificate.
• Action Item: The Taskforce will look at the instructional design model created by Dr. Hack and give feedback on what needs to be clarified, what is missing, alternative methods, and next steps.
• Dr. Hack has requested the taskforce to share assessment tools effectively used in their flipped courses. This is an ongoing effort to develop a collaborative assessment for blended learning courses. The goal is to capture a snapshot of courses before and after the switch to blended learning, as well as the experience of students.
• Action Item: Dr. Hack will speak with the Chair of the CMS Advisory committee to discuss the role of this group as well as any issues that haven’t been addressed yet, such as privacy rules and academic integration.
• Action Item: Drs. Hanson and Hack will take the next steps to have a broader conversation with UF on copyright and FERPA issues.
• Action Item: Dr. Hack will speak with Doug Johnson, Assistant Director for Learning Services, to see if they will address the test bank migration issue soon to avoid major barriers when the transition to Canvas begins in July.
• Action Item: The group will consider finding a higher level public health undergraduate student working with Dr. Moorhouse who may be interested in joining the taskforce.


Attachments: Blended Learning Statement
Blended Learning Statement

In order to graduate students that have maximized their learning potential and are competitive in employment markets, it is imperative that academic programs emphasize higher levels of knowledge, discovery, and excellence in practice. To create learning environments with this emphasis requires a focus upon rich, meaningful interactions between students and faculty. These interactions should be filled with a wealthy exchange of ideas, situated in authentic professional contexts, fostered by collegial collaborations, nurtured in a mentoring culture, and guided by the most valuable asset that the University of Florida and the College of Public Health and Health Professions has to apply to the educational mission: an outstanding, diverse faculty.

Given that social and human interaction is becoming increasingly more hybrid between face-to-face and technology mediated communication, and recognizing the limitations of a traditional, lecture-driven format of instruction to achieve our identified academic goals, the College of Public Health and Health Professions has selected a Blended Learning model to accomplish our desired educational outcomes.

A Blended Learning model utilizes the strength of technology in the delivery of information to reduce the traditional role of faculty as the transmitter of course information through in-class lecture. The reduced role of in-class lectures creates space in the classroom and lab for a more robust face-to-face learning experience. In the Blended Learning model students receive more educational value for their tuition dollar and the faculty has a greater opportunity to significantly impact students.

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The College of Public Health and Health Professions is encouraging instructors, where it makes sense, to use a “Blended Learning” approach in their classes. This class has therefore been designed under a Blended Learning model.

What is Blended Learning?

A Blended Learning class uses technology to aid in the delivery of course content, reducing the traditional reliance on in-class lectures, which can have serious limitations as a forum for knowledge transmission. Blended classes have time and space during in-person classroom and lab meetings for a more robust face-to-face learning experience. Demonstrations, practical exercises, collaborative problem solving, open question-and-answer periods, in-class polls and many other such dynamic experiences can occur during in-person meetings.

Why Blended Learning?

The Blended Learning model responds to societal changes in communication, which is increasingly become a hybrid between face-to-face and technology mediated communication. The changing workplace requires academic programs to emphasize higher levels of knowledge, discovery, and excellence in practice. By taking the emphasis off knowledge transmission, active classroom time can permit rich, meaningful interactions between students and faculty that are filled with exchange of ideas, situated in authentic professional contexts, fostered by collegial collaborations, nurtured in a mentoring culture, and guided by faculty members.

How is the role of the student altered?

There is a much greater emphasis on student preparation out of class in the Blended classroom. Students are expected to come to class having (a) listened to lectures; (b) engaged in any self-test or mastery quizzes; (c) completed course readings. In class, the emphasis is on applying, collaborating with, and critically examining the material presented didactically. All students must be prepared, or – in their confusion -- they may hinder and slow down their classmates’ ability to move beyond the lecture material and toward application, analysis, synthesis and integration.