Blended Learning Taskforce Meeting
July 25, 2014, 11:00 am

Summary

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

1. Discussion of Next Steps and Goals for Fall Semester
The Taskforce discussed steps that need to be taken now in order to have blended learning resources in place for faculty and students for fall semester.

- **Action Item:** Before the next meeting, Taskforce members will email the group with any instructional design needs identified by faculty in their departments.
- Dr. Marsiske noted that there seems to be no intrinsic motivation for faculty to change their learning objectives from what they’ve been using, so the Taskforce needs to find a way to encourage faculty to embrace competency-based learning objectives more proactively.
  - Dr. Hack mentioned some external motivations that may encourage the change, including the syllabus template, the move to Canvas, and the desire to reformat a course for blended learning.
  - Dr. Hack has been encouraging faculty to include more competency-based learning objectives when developing blended courses in his individual meetings. The Taskforce agreed that this may be the best method to update learning objectives.
  - Dr. Hack suggested that Taskforce members communicate the advantages of updating to competency-based learning objectives when blending a course, such as clarity, efficiency, saving time, and having a course that is better designed.
  - It was agreed that the Taskforce should develop resources to help faculty update their learning objectives.
    - Dr. Hanson suggested that a short PowerPoint may be helpful to compare traditional learning objectives and competency based learning objectives with examples from different departments.
    - Dr. Cantrell suggested that faculty who has switched to competency-based learning objectives provide an overview for other faculty explaining what the original learning objectives were, how they were changed, and how the changes helped.
• The Taskforce agreed that there needs to be a focus on connecting new faculty with instructional design and blended learning resources shortly after they join the college.
  o Amanda suggested a buddy system where current faculty review the syllabus template and blended learning resources with new faculty and encourage them to meet with Dr. Hack.
  o The Taskforce agreed that it was important to identify what resources new faculty are looking for that they cannot find. This will help guide what resources are provided on the Taskforce website to reduce confusion and ambiguity.
  o **Action Item:** The Taskforce will lay out a systematic process for connecting new faculty to resources beyond grant submissions. Once new faculty receive their teaching assignments, there should be an automatic path for them to follow after orientation to develop their courses with Dr. Hack’s instructional design help.

• Dr. Hanson noted that it is important to always have Dr. Hack available for assistance, so a maximum capacity of transitioning courses per department should be established to manage the overall workload.
  o The Taskforce agreed to determine a set of courses to support for each semester, which will allow Dr. Hack to reasonably assess his time.
  o **Action Item:** Department representatives will provide the number of courses within their department that will be transitioning to blended learning over the next year and a half. The Taskforce will determine courses to support each semester, what resources are currently available, and what resources need to be provided to assist with the transition.
  o It was suggested that faculty be prepared in advance of their meeting with Dr. Hack by filling out a form to assess their needs. Dr. Hack is interested in teaching faculty about blended learning in a way that will allow them to become resources within their departments.
  o Dr. Hanson suggested that a cheat sheet might be useful to inform faculty about what Dr. Hack will help them with and what they will have to develop on their own with Dr. Hack’s guidance. She mentioned that this would be a more flexible version of the model from UF’s Center for Instructional Technology and Training.

• **Action Item:** Dr. Hanson will work with Dr. Hack to develop a template plan for faculty who are interested in working with Dr. Hack one-on-one to blend a course for an upcoming semester.

• **Action Item:** Dr. Hanson will send an email to PHHP faculty announcing the new PHHP syllabus template, and the template will be uploaded to the PHHP Curriculum Committee website.

• **Action Item:** Over the next month, Taskforce members will find out which faculty members from their departments are interested in blending one of their spring courses. The Taskforce will then create a priority list of courses transitioning to blended format for spring semester.
2. **Discussion of Student Survey Implementation**

The Taskforce discussed the student survey on blended learning and decided to revisit it to determine if it still met the needs of the Taskforce regarding student feedback on blended learning.

- The Taskforce suggested multiple ways in which to use the revised survey in upcoming fall courses. Possible survey uses include a before and after snapshot of a course transitioning from traditional to blended learning methods, a long-term snapshot of a student cohort that has progressed through blended learning courses, and an initial snapshot if incoming student cohorts to measure their knowledge of blended learning. Each of these surveys would require different questions to be developed.
- It was also suggested that a survey could be given to students when they enter and exit their programs to get a broad assessment of their blended course experiences over time.
- The Taskforce agreed that the survey should be given at the end of the semester before faculty evaluations to avoid evaluation fatigue and a decrease in response rate.
- Amanda noted that there is a section on faculty evaluations for additional questions, and questions regarding blended learning can be added to obtain student feedback. The Taskforce agreed that this option should be considered as part of a long-term plan since it will take time to develop.
- **Action Item:** The Taskforce will review the student survey at the next meeting to modify the questions and identify specific courses and student groups for responses. The survey will be a priority for fall semester, so the Taskforce will determine what approach to take with disseminating the survey.
- **Action Item:** Dr. Cantrell will send the Taskforce the set of questions she asked students who were enrolled in more than one of her blended courses.

3. **Continued Discussion of Blended Learning Statement**

Dr. Hack worked with Dr. Hanson to revise the blended learning statement into a more concise and direct document for inclusion in syllabi. Since the initial audience will be students, the statement was revised to be more personal and less institutional.

- Dr. Cantrell suggested that the Taskforce find out what students need to hear and what they want to know regarding blended learning courses. This information may help with the revision of the statement intended for course syllabi.
- **Action Item:** Dr. Hack will send the revised blended learning statement to the Taskforce for additional feedback. The statement will also be added to the PHHP syllabus template as an optional section.

4. **Ongoing Action Item Follow ups**

- **Action Item:** The Taskforce will view Dr. Kane’s video at the next meeting.
- **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.

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

• **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.

• **Action Item:** Dr. Hack will check with Geof Gowan about the long term issue of storage space for the blended learning tutorials.

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

• **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.

• **Action Item:** 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.

5. **Next meeting:** August 8, 2014.