Blended Learning Taskforce Meeting
August 8, 2014, 11:00 am

Summary

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

• Presentation on Scholarship of Teaching
  Dr. Blue presented some upcoming opportunities for educational scholarship within the Health Science Center, including an informal brown bag series and certification workshops.
  • Dr. Blue encouraged anyone engaged in innovative teaching to publish an article and contact her for assistance with collaboration.
    o The article may be descriptive in nature, including lessons learned and suggestions for other colleges and programs that may want to implement similar innovative practices.
    o Dr. Hack expressed interest in collaborating with members from the Blended Learning Taskforce on an article describing the Taskforce’s work. Two possibly related scholarships for the Taskforce to write about are recommendations for others and the student survey.
  • Dr. Blue encouraged Taskforce members to share information on the informal brown bag lecture series beginning this September with their departments and any interested faculty.
  • Dr. Blue announced local workshops beginning in fall that will count toward a Medical Research Certificate awarded through the Association of American Medical Colleges.
    o All HSC colleges have contributed financial support to this workshop series. Therefore, five guaranteed participation slots are held for each college.
    o Eight workshops must be attended to receive the certificate, and any type of faculty may participate.
    o The workshops and certificate will help strengthen faculty’s educational portfolio for tenure and promotion.

• Discussion of Student Survey for Fall Semester
  The Taskforce discussed the student survey on blended learning and developed a plan for revising and implementing it for the upcoming fall semester.
• The Taskforce agreed that the survey would be more efficient to implement if developed in Qualtrics. This will allow for a better comparison of answers from surveys given at the beginning and end of courses and programs.
• Questions not specifically related to blended learning may be useful to ask in non-blended courses to get a larger overview of student expectations.
• The Taskforce decided to add more quantitative questions to the survey in addition to the open-ended qualitative questions. The Taskforce agreed to add self-efficacy and affect questions to the survey to create a baseline for future comparison. These questions would also allow comparison of blended and non-blended courses.
• It was agreed that providing a brief definition of blended learning at the beginning of the survey would help students better understand the goals of the survey.
• Dr. Hack provided a survey example from University of Central Florida in order to discuss what might be useful to use and what would not work for the purposes of the PHHP survey.
• It was recommended that course instructors implement a pre-survey at the start of class, a survey mid-way through the class, and a post-survey at the end of class to determine changes in student expectations throughout the semester.
• The Taskforce suggested that the incoming BHS students would be a good cohort to survey because the college tracks this group efficiently.
• **Action Item:** The Taskforce will review the proposed questions sent by Dr. Marsiske and will provide their responses to him by the end of next week. Dr. Marsiske will use the feedback to develop the initial survey in Qualtrics for implementation at the start of fall semester.

**Follow up Action Items**

• **Action Item:** The Taskforce will view Dr. Kane’s video at the next meeting.
• **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.
• **Action Item:** Dr. Hack will work with Dr. Hanson 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:** Department representatives will provide the number of courses within their department that will be transitioning to blended learning over the next year. 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.
• **Action Item:** The Taskforce will lay out a systematic process for connecting new faculty to resources. 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.
- **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. 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 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 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:** Dr. 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.

**Pending**
- 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).
- 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 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.
- The group will consider finding a higher level public health undergraduate student working with Dr. Moorhouse who may be interested in joining the taskforce.

- **Next meeting: September 5, 2014**
  (The August 22nd meeting is canceled due to preparations for the upcoming fall semester.)

Attachments:

Blended Learning Student Survey for Fall Semester
https://ufl.qualtrics.com/SE/?SID=SV_cSyXvjrseMHhU2N
Health Science Center Educational Scholarship Learning Community
Blended Learning Student Survey Responses Summary
The proposed HSC Educational Scholarship Learning Community is for faculty, residents and students interested in developing and promoting educational research and scholarship within the UF Health Science Center. For faculty, participation is intended to promote educational scholarship for inclusion in educational portfolios and other documentation for promotion and tenure. Additionally, participation will enhance faculty teaching approaches. To jump-start this effort, a combination of activities will occur starting in September, 2014. These are:

**Monthly “Brown Bag” Lunch Sessions**

Open to anyone in the HSC. Held on Tuesdays from 12 – 1 PM in the Communicore Room, C-2-33. These sessions will initiate with discussions about educational research and scholarship in the fall semester. In the spring semester, “research studios” where individuals can bring ideas for discussion and feedback, will serve as the focus of sessions. In tandem with the sessions about educational research, individuals interested in developing educational research projects may receive the assistance of a mentor and work toward the completion of a project for presentation at a national conference and publication in a journal. The educational research/scholarship sessions will alternate with Educational Journal Clubs where articles about education research will be discussed. Topics will be inclusive of all professions within the HSC.

**2014 Dates and Topics**

- Sep 9, ESLC – Introduction to the HSC Educational Scholarship Learning Community
- Sep 16, Education Journal Club
- Oct 14, ESLC – What is Educational Scholarship?
- Oct 21, Education Journal Club
- Nov 4, ESLC – Conceptualizing Educational Research
- Nov 18, Education Journal Club
- Dec 9, ESLC – Linking Methods and Research Design
- Dec 16, Education Journal Club
- Jan 6, ESLC
- Jan 20, Education Journal Club
- Feb 10, ESLC
- Feb 17, Education Journal Club
- Mar 10, ESLC
- Mar 17, Education Journal Club
- Apr 14, ESLC
- Apr 21, Education Journal Club
- May 12, ESLC
- May 19, Education Journal Club
- June 9, ESLC
Medical Education Research Certificate (MERC) Workshops

MERC workshops were developed by the AAMC to provide faculty knowledge and skills of research methods relevant to educational research. The topics are suitable for educational researchers from any profession/discipline. UF is planning on several MERC workshops to be conducted locally for our faculty to attend (all colleges are providing are financial support). An individual may participate in as many workshops as desired. If 6 workshops are completed, they can obtain a certificate of completion. Interested individuals will need to register ahead for each workshop. Approximately 5 slots will be held for participants from each college.

The workshops that will be held at UF in late fall/early spring are:

MERC Topics

- Program Evaluation and Evaluation Research
- Measuring Educational Outcomes with Reliability & Validity
- Scholarly Writing: Publishing Education Research
- Formulating Education Research Questions & Designing Studies
- Questionnaire Design & Survey Research
- Data Management & Preparing for Statistical Consultation
- Introduction to Qualitative Data Collection Methods
- Qualitative Analysis Methods in Education
Blended Learning Student Survey Responses Summary

Why are we asking you to complete this survey?

Our college has begun a major initiative to use more technology in our courses to enhance student learning. This semester, you are taking one of the first courses in which a blended classroom model is being used. **That is, your instructor has been using both online and live in-class activities to give you different ways to learn course material (acquiring knowledge) and develop critical skills to apply the material effectively to different problems (applying knowledge).**

Your feedback is critical to help us understand what is working and how we can improve courses using this new blended classroom model. Therefore, we ask that you complete this anonymous survey. The survey results will be used by faculty representatives from each PHHP department to help guide decision making for future blended learning courses. Ultimately, your input will help us ensure that we are designing our courses to match all of our students’ academic needs.

We have multiple blended learning courses that have been launched this semester. Please indicate below the blended learning course you are evaluation.

1. Please select the course you are evaluating.
   **Student Learning and Classroom Design**

2. Prior to this course, how many courses had you completed that used a blended classroom model in which substantial online and live classroom components were used?

3. What, if anything, should we have told you at the beginning of the class that would have maximized your readiness to learn in this blended course?
   - Nothing, I felt prepared and/or I was notified about the course structure before it began
   - What to expect in the in-class experiences
   - This method requires us to do more learning, reading, self-teaching, preparing on our own before the in-class sections than we’re used to.
   - That it was a blended course (both in the course description when registering for the course and at the beginning of the course), and what that meant in terms of expectation, preparation, in-class and online workload, overall course structure, in-class structure, etc.
   - Why the blended learning model was chosen for this course and why the instructor thinks it’s a useful model
   - The amount of time needed outside of the class to keep up with coursework
   - There would be no lectures during the in-class section, so you must keep up with the material on your own and attend the extra sessions
• Emphasize to students how crucial it is that the online sections of the course are completed before the in-class meetings
• How much time was expected to be dedicated to the online portions of the course
• That the PowerPoint notes went along with the recorded lectures and were meant to be watched together with note-taking
• Explain the need for and use of the LectureTool program, including the need to be in the classroom to receive credit
• The importance of taking the assessment quizzes and reading the course texts to reinforce concepts that are unclear
• Interaction with the rest of the class is limited to the two-hour discussion lab time

4. What were the best features of this course?
• Learning and reviewing materials at my own pace/online course materials that are easily accessible/the ability to reference the lecture materials prior to class
• Having slides and lectures for future use and reference/always being able to access course materials
• The ability to replay videos as much as possible
• Learning more than in other courses
• Lots of practice exercises and activities to reinforce concepts/the ability to re-take the quizzes as many times as necessary to learn the information that I did not understand at first
• The instructor and their efforts, especially with preparing the online materials and group activities/the TA/readily available and responsive instructor
• Cost effectiveness of not having to purchase a textbook
• Allowed for more class time to do activities/some of the more difficult lectures could have been given in class
• Having debates/I found that I learned more about the material in class debating than I did reading about it/I learned and applied the facts and knowledge I learned from the online lectures
• The online book/material/ quizzes/LectureTools program
• The way that the instructor incorporated the online lectures with our in-class meetings
• More class time to discuss and review ideas/topics
• Working in groups to learn the material with classmates/group learning environment
• Class and group activities/ interaction with other students is the best feature of this model
• Very organized and well-developed course materials
• The lab portion of the class reinforced skills that were presented in the lecture and the instructor took time in class to clarify points that may have been confusing
• The opportunity to use class time to ask questions on specific, applied assignments
• Combining learning methods: theory, software, and interpretation
• Having the transcripts in the PowerPoint was very useful

5. What were the worst features of this course?
• Not being able to actively ask questions during the lecture/inability to clarify concepts promptly and waiting until the next lab session for clarification/inability to provide feedback when learning on our own
• Spending so much time outside of class listening to lectures
• Nothing was overtly negative
• Hardly any/limited interaction with the instructor and classmates
• Lack of in-class lectures and instructor explanation
• The blended model restricted the instructors abilities
• The confusion in terms of balancing between classwork and online lessons
• The group sessions were often times disorganized and little was gained from them
• Most of the lectures and lessons were at home while the assignments were completed in class
• Group assignments were not helpful when only one assignment needed to be turned in. Sometimes some classmates would take over and prevent others from learning with them or providing input
• The room was ill-equipped to handle group work
• Long reading assignments
• The online lectures and exam
• Online discussions could have been better developed and worked into the course
• Poor use of technology. Lecture format has been shown by current research to be minimally effective in-person so it seems out of touch with educational realities that this format would be applied to the blended model by having students watch lectures online at home
• Most of the questions arising from the online lectures would have been covered if the lecture was just given during class time
• The labs – I always left more confused that when I’d arrived. I wish it was very focused and driven by student needs and understanding/labs that were not demonstrative of the lecture. When the lab does not reinforce the lecture, it seems trivial
• There seemed to be something off about the timing and content of the homework. We’d sometimes get assignments that seemed to cover topics we hadn’t covered yet, or at a level of depth not covered in the lectures, and we’d have to turn the assignments in for a grade before clarification of the topics.

• The tests were very nitpicky and badly worded, and the discussion posts seemed like busy work that should not be assigned at a graduate level.

• It’s different and requires adjustment/forewarning to students that they must focus on the online aspect just as much as the in class aspect.

• The only issue I had was the fact that using Lecture Tools prevented me from saving the power points to my desktop. This made it difficult at times (if my internet / UF internet as down or busy) to study for the next class.

• I realize not everyone has my same style of learning, but if the course were to be truly blended, I would have preferred an optional in-person lecture on Tuesdays or an online version of that as an alternative. I understand what the college is trying to do, but it makes it really, really hard to learn when you are so bored of the video.

• It would have been helpful if the in-class sessions were comprised of 20 -30 students. With the class being so large, students had to teach their peers in the group who were struggling.

• My homework grades never seemed to reflect my grasp on the material. We also never saw practical applications of how we would write up our results if we were publishing or presenting them.

• I want to be in the same room as the instructor when learning something as complicated as this and which will be important and necessary for the rest of my career.

• I feel like the final was made for a traditional class, rather than a blended learning class/ the rest of the class did not prepare me adequately for taking a multiple choice final/ I didn't feel like all the assignments and discussions added up to the material on the Exam. I think there needs to be more appropriate, in depth, resources or assignments to better prepare students for the exam.

• I think it would help if the instructor/TAs sort of took a lead with the small groups to help them through assignments to make sure everyone is on the same page.

• Explanations in the lectures weren't very clear or at least could have been more parsimonious to help facilitate learning of material that had never been seen before.

• Internet problems in the building, and having to purchase LectureTools.

6. Knowing what you know now, would you have opted to take this course in a traditional format or blended format?
Acquiring and Applying Knowledge

Use the 1 to 6 rating scale below to reflect whether each course component created a barrier or facilitated your ability to acquire course knowledge or apply what you had learned to new situations in the class.

Please use the scale below and place a numeric rating in each box.

(1) Was a big barrier to acquiring knowledge/applying knowledge
(2) Was a small barrier to acquiring knowledge/applying knowledge
(3) Did not help or hurt my ability to acquire knowledge/apply knowledge
(4) Was a small help in acquiring knowledge/applying knowledge
(5) Was a big help in acquiring knowledge/applying knowledge
(6) Not applicable

7. Online Activities:
   Online lecture
   Online assignments
   Online quizzes
   Online discussion posts
   Online interaction with the instructor or TA (other than structured assignments)

8. Live Class Activities
   Lectures delivered in class
   Group projects completed in class
   Individual assignments completed in class
   Quizzes and tests taken in class
   Polling activities in class
   Interaction with the instructor or TA during the live class

9. What Suggestions do you have for future instructors teaching a blended course?
   • Enhance communication from the beginning to make sure students understand expectations throughout the course. Allow for questions at the beginning of each class to go over anything that wasn't clear in the lecture. I think it is mainly just a process in terms of changing people's learning expectations, as this was not a course format which I had ever taken
   • Make sure that students know they can come ask the instructors questions at any point if they have questions while watching the lecture at home/ at times we were
feeling a little helpless because concepts were challenging and there was no one to explain

- The online and in-class portions should have equal distribution/discussions and assignments were harder than the quality of material taught
- I will not be recommending this program to others because of the blended model. The professors are limited in how they can effectively teach
- I loved the class/group assignments. But if possible should have a short recap of every week's topics in class and make it one useful session for everyone to ask questions and get them clarified. I felt the two sessions before and after class were not well utilized.
- Use the advantages of technology to make the course relevant and interesting if it must be a blended course. Frankly, I feel the subject material of this course lends itself poorly to the online format without a serious revamp in delivery.
- Make the in-class meetings into smaller discussion groups rather than one huge classroom; especially when the internet is needed and half the class couldn’t get Wi-Fi connection
- Be clear that it’s not the traditional format, and what the purpose/goals of each aspect of the new format are. -Be in lab more often (professor), or make it more focused/just a question and answer time. -Consider the relationship (in terms of timing) of the homework and the homework timing. -Give many, many, many more examples of problems/questions to work through, at least until the lab period is stronger. I found that I’d understand something relatively well from the readings/lectures, do the homework, go to lab and think wait, what's going on, go online and find some problems/solutions, and solidify my own understanding. Now I don't need the lab part if I'm doing the reinforcement application on my own
- Be present and plan the class according to the level of the students
- Utilize class time wisely and make sure students know how much time you expect it should take each week to complete course materials and comprehension of course objectives for that week
- Make sure that the online portion (if PowerPoints) can be saved onto a computer so that they can be read when there is no internet connection
- Utilize the entire class period and make everyone in the group accountable for turning something in or make smaller groups
- Make the online lectures in an audiovisual format
- This teaching style expects students to learn the material before coming to the in-class session; as such, the online lectures or reading materials given should not require more time than the credit hours assigned to the course. Also, it is helpful
when the in-class sessions are comprised of 20-30 students because it allows for a better learning environment

- Recorded videos should be more interactive. Make the slides more interesting to watch. Show the person speaking or just more dynamic images
- Future instructors should choose wisely concerning activities conducted in the lab section. They need to be relevant and they need to reinforce the concepts, initially in a concrete way (no tricks) then more abstract (as time permits or in the homework)
- I would combine blended with traditional
- Emphasize all three applied goals: knowing what Methods to use, being able to produce output with computer software, and Interpretation --on every homework, exam, throughout the semester.
- Make sure to provide plenty of examples, videos, recorded lectures, and other resources that apply to all types of learners, varying in nature, and fully match the exam expectations.
- As someone who is working full time and taking this class on campus, I greatly appreciated the blended course time. I almost felt like the labs were too long and could have been blended in as well.
- A space should exist that is more conducive to group learning.
- In-class portions should be more engaging for students that may already know the material. Sometimes it's hard to motivate yourself to help others during the in-person meetings when you have a lot of other coursework that you could be doing (and have already completed the lecture/homework for that week)
- Somehow and somewhere teachers and professors have adopted the ideology that students learn well by watching lectures online—that we are the YouTube generation and streaming lectures allows us to learn better. This is only true sometimes. Generally, we (students) turn to online sources of education once we have exhausted our supply of in-person help. So, if we are studying a particularly difficult to pic, we may turn to online sources (YouTube videos and online lectures) to help us learn the information better. What academics do not seem to understand is that only certain individuals create really good and interactive online lectures. There are millions of online YouTube lectures, but only a few very successful lecturers. You cannot generalize that because there are a few go o d and successful YouTube lecturers that all of the professors can be equally successful. It does not work like this. I think the college will see that putting the courses online has watered them down, and students will do worse on their public health accreditation exams