Blended Learning Taskforce Meeting
September 5, 2014, 11:00 am

Summary

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

• **Instructional Design Pre-Consultation Questions**
  Dr. Hack presented a draft of pre-consultation questions for faculty members to answer before meeting with him one-on-one for instructional design assistance.
  - The Taskforce suggested streamlining and simplifying questions, incorporating checkboxes where appropriate, and requiring responses to the yes/no questions.
  - Dr. Marsiske suggested a few application-based questions he found particularly useful from his experiences with blending his courses.
  - Dr. Hack noted that some of the more complex questions may require a brief conversation for clarity and context before the faculty can answer them prior to the first meeting. Taskforce representatives can also provide context for faculty filling out the questionnaire.
  - Dr. Cantrell suggested adding the questionnaire to Qualtrics or Adobe to make it easier for faculty to complete. Amanda noted that Qualtrics would allow for more questions to pop open depending on the provided answers.
  - **Action Item:** Dr. Hack will revise the document and implement it for new consultations.

• **Blended Course Table**
  Dr. Hack presented a draft of the Blended Course Table, which will track progress of blended learning within the college. The table lists all courses in the college that are using a blended format.
  - The Taskforce discussed the possible planning and archival purposes of the table, and it was suggested that the table could provide hard data on blended learning for the State of the College reports.
  - The Taskforce agreed that the table will help identify which departments need additional outreach and resources for blending courses.
  - **Action Item:** Dr. Marsiske and Dr. Cantrell will send their course additions to Dr. Hack.

• **Identifying Courses for Spring 2015**
  The Taskforce discussed the need to identify courses for transition to blended learning for Spring 2015.
• Dr. Marsiske suggested rating courses in the departments on the Blended Learning stages to develop a better picture across the college.
• It was suggested that Dr. Perri can mention the call for transitioning courses at the State of the College meeting to encourage faculty to take the first steps in blended learning.

• **Syllabus Template and Blended Learning Statement**
  The updated PHHP syllabus template has been uploaded onto the PHHP Curriculum Committee website.
  • The Taskforce discussed the purpose for the template and agreed that its main purpose is to ensure required elements are included in all college syllabi.
  • Dr. Prins suggested department-specific templates because certain accrediting bodies require specific language in addition to the college and UF requirements.
  • **Action Item:** 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.
  • **Action Item:** Michelle will email the updated template to Dr. Hack for it to be uploaded onto the Blended Learning website.

• **Gathering Data from Student Survey**
The student survey was implemented in:
  o CLP6527
  o CLP6529
  o HSA6115
  o HSA6198
  o PHC6001
  o PHC6050
  o PHC6052
  o PHC6937
  o PHC3603
  o PHC6607
  • It was agreed that the student survey at the end of the course should be administered and closed before the start of the UF faculty evaluations.

• **Action Items for Follow Up**
  • Dr. Hanson will send an email to PHHP faculty announcing the new PHHP syllabus template pending decision on use of blended learning statement.

• **Active Follow Up Items**
  • 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**
• Dr. Hack sent the revised blended learning statement to the Taskforce for additional feedback; integrated into syllabus.
• Dr. Hack developed a template plan for one-on-one consultations with Dr. Hack.
• Dr. Hack has checked with Geof Gowan about the long term issue of storage space for the blended learning tutorials; storage will be adequate.
• Dr. Hack has spoken with the Chair of the CMS Advisory committee to discuss the role of this group, which has included CANVAS recommendation and to serve as advisor to UF’s Chief Information Officer.
• Dr. Hack has spoken with Doug Johnson, Assistant Director for Learning Services, about the test bank migration issue, and it is working as expected.

**Pending Follow Up Items**

• The Taskforce will view Dr. Kane’s video at the next meeting.
• 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: September 19, 2014**

Attachments:

- Instructional Design Pre-Consultation Questions
- Blended Course Table
- Blended Learning Student Survey for Fall Semester
  
  [https://ufl.qualtrics.com/SE/?SID=SV_cSyXvjrseMHhU2N](https://ufl.qualtrics.com/SE/?SID=SV_cSyXvjrseMHhU2N)
Instructional Design Pre-Consultation Questions

The following questions are meant to assist instructors in collecting information and building a conceptual vision for their course before meeting with an instructional designer. Having this information is not required prior to a consultation, but it is very helpful and speeds up the process.

Are there any identified accreditation standards or competencies that your course must satisfy as part of a program curriculum? If so, are they published and accessible?

Is this course a requirement for a certificate program? If so, are there established outcomes that the course must meet?

Does this course fall within a defined program or curricular sequence? If so, are their ongoing projects or experiences that will be received or handed off?

What are the documented prerequisites to this course?

Are the students in this course a part of a cohort? If so, what is the size of the cohort?

What other learner attributes are known in advance based upon admission records or from previous instructors? For example: Are their students with impaired mobility, hearing, or sight?

What is the overall goal of the course in terms of learning? This can incorporate identified competencies as well as desired attitudes, and should represent the instructor’s large vision for how students will change as a result of successful learning?

What resources are available to the instructor in the delivery of this course? Are there TA’s provided? Is there a budget for materials or software?

Is there a classroom already assigned and what is its physical layout? What technologies are provided?

Is the course following the UF academic calendar or is it following another time sequence?

Is there a recent version of the course syllabus available that includes instructional objectives from a previous semester? Please bring the syllabus with you to a consultation.

Are there other simultaneous courses that are using a form of blended instruction such as flipping?

Is there a service-learning component included in this course? If so, is there a firm timetable or schedule?

Are there any known board exams or any other high-stakes, standardized evaluations that will occur during or after completion of this course?

How much time will the instructor have to informally monitor and give formative feedback to students while the course is being delivered?
### Blended Course Table

#### Courses Designed

These courses have been designed utilizing a Blended Format. Other courses may be incorporating aspects of blended learning, such as flipping a unit of instruction by recording a lecture and using the class time to problem solve, but are not listed here.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>INSTRUCTOR</th>
<th>TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTH 6636</td>
<td>Assessment: Screening and Evaluation</td>
<td>Pugh, et al</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>OTH 6642</td>
<td>OT Intervention II</td>
<td>Pugh, et al</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>OTH 5115</td>
<td>OT Skills</td>
<td>Pugh, et al</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>OTH 6539</td>
<td>OT Theory</td>
<td>Pugh, et al</td>
<td>Summer 2014</td>
</tr>
<tr>
<td>RSD 6900</td>
<td>College Classroom Teaching</td>
<td>Shechtman</td>
<td>Fall 2014</td>
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<tr>
<td>CLP 7934</td>
<td>Child and Family Treatment</td>
<td>Fedele</td>
<td>Fall 2014 *Canvas</td>
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<tr>
<td>HSA 6198</td>
<td>Information Management in Health Administration</td>
<td>Harle</td>
<td>Fall 2014 *Canvas</td>
</tr>
<tr>
<td>HSA 6114</td>
<td>Introduction to US Health Care</td>
<td>Hall</td>
<td>Fall 2014 *Canvas</td>
</tr>
<tr>
<td>PHC 6104</td>
<td>Evidence Based Management</td>
<td>Feller</td>
<td>Fall 2014</td>
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<td>CLP 6527</td>
<td>Measurement, Design and Statistics I</td>
<td>Marsiske</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>CLP 6528</td>
<td>Measurement, Design and Statistics II</td>
<td>Marsiske</td>
<td>Spring 2014</td>
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<td>PHC 3603</td>
<td>Critical Issues in Public Health</td>
<td>Pomeranz</td>
<td>Fall 2014 *Canvas</td>
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<td>PHC 6607</td>
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<td>PHC 6052</td>
<td>Statistical Methods</td>
<td>Cantrell</td>
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<td>PHC 6050</td>
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<td>Fall 2013</td>
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<tr>
<td>PHC 6001</td>
<td>Principles of Epidemiology</td>
<td>Prins</td>
<td>Fall 2014 *Canvas</td>
</tr>
<tr>
<td>PHC 6937</td>
<td>Healthcare Epidemiology</td>
<td>Prins</td>
<td>Fall 2014 *Canvas</td>
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#### Courses in Development

These courses are in various stages of design and are projected to be delivered in the near future.

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</thead>
<tbody>
<tr>
<td>HSA 6939</td>
<td>HSRMP Capstone Course</td>
<td>Crawford</td>
<td>Spring 2015</td>
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<td>HSA 6385</td>
<td>Performance Improvement for Healthcare Managers</td>
<td>Ratliff</td>
<td>Spring 2015</td>
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<tr>
<td>OTH 6539</td>
<td>Principles of Screening and Evaluation</td>
<td>Foss</td>
<td>Spring 2015</td>
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<tr>
<td>OTH 6641</td>
<td>OT Intervention I</td>
<td>Foss</td>
<td>Spring 2015</td>
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<tr>
<td>SPA 4302</td>
<td>Audiometry and Hearing Disorders</td>
<td>Griffiths</td>
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<tr>
<td>OTH 4418</td>
<td>Nervous System and Disorders Lab</td>
<td>Shechtman</td>
<td></td>
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