Introduction to Blended and Web-enhanced Instruction

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Today’s agenda

• What is a blended or web-enhanced course?
• Models and course goals
• My university’s Hybrid Course Initiative
• Examples from University of Vermont
• What is a blended or web-enhanced course?
  • Advantages/Challenges of blending your course
  • Models and course goals
  • UVM’s Hybrid Course Initiative
  • Questions & Discussion
“Web-enhanced”

“Face-to-face instruction combined with web-based instructional technology”

Includes:

• Online platform (Moodle, Blackboard)
• Online videos, readings, exercises required as “homework” for the course
• Online submission of assignments, use of quizzes, use of student response systems
What is a blended course?

In a blended course, some of the face-to-face class time (usually 25-75%) is replaced with online class time.

“Online class time” can include:

– Online lab activities
– Online lectures (synchronous or asynchronous)
– Interactive problem sets or practice sessions
– Online group work or discussion *that takes the place of face to face class work*
Web-enhanced vs. blended

- Web-enhanced usually does not change the amount of time in class, blended does.
- Web-enhanced may change what teachers DO in class, but with blended you are EXPECTED to change what you do in class.
- Web-enhanced is closer to traditional teaching, often just using web/technology.
- Blended requires more redesign work and more adjustment for teacher and student.
The University of Vermont CTL supports a full continuum of courses

Traditional and Web-enhanced
- Face-to-face
- Instructional technology supports learning
  - iClickers
  - Blackboard
  - Wordpress
  - Google Earth

Hybrid
- 25-75% online
- Technology allows for more flexible organization

Online
- Fully online
- Technology allows participation on a more flexible schedule
Developing teaching across the continuum

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What blended is NOT

• A magic bullet
• A teaching method in and of itself
• One-size-fits-all
• A quick fix
• A way to outsource faculty positions
• Less work
• Introductions

• What is a blended or web-enhanced course?

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Why add web-enhancements?

- Adds flexibility for students who may miss class
- Some students learn better from reading or repeating material than from lecture
- Lowers teacher time spent answering basic questions
- Can create opportunities for more productive work OUTSIDE of class = better prepared students IN class
Blended design advantages

• For Faculty:
  – More accessible learning environment
  – Increased student engagement for many types of learners
  – Adds flexibility without jeopardizing good pedagogy

• For Students:
  – Increases student interaction with faculty and peers
  – Increases pre-class preparation and active learning
  – Adds flexibility for scheduling
Oh the challenges!

• For Faculty
  – Course must be designed/redesigned for blended (+work)
  – Blended structure and active learning may be new/strange to students
  – Technical glitches do happen

• For Students
  – Blended format is often unfamiliar
  – Students must take more responsibility for their learning
  – Flexibility may lead to procrastination or missed deadlines
Which students benefit most?

• More experienced students
• Students who value flexibility
• Students who take advantage of the online materials for review/practice
• Students who prefer active learning
• Introductions
• What is a blended course?
• Advantages/Challenges of blending

• Blended models and course goals
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Some common goals:

• I want increased flexibility for my students/department
• I want to accommodate learners at different levels
• I want students to know the basics before they get to class
• I want to spend more time in class doing things and less time explaining things
• I want a way to make a big class “small”
• I want students to engage with each other in and out of class
• I want students to practice working with technology as part of the learning goals for the course
• I want students to stay connected during periods when they are working remotely on projects/practicums
Some popular models:

• Replacement
• Split
• Alternating
• Parallel
• Front-end
• Back-end
• Bookend
Replacement Model
(intro language MTWF)

M  f2f

W  f2f

F  f2f

(T)  Online
Alternating Model

- Week 1: F2F
- Week 2: Online
- Week 3: F2F
- Week 4: Online
Split (MWF example)

M
Group A
f2f

W
Group B
f2f

F
A and B
f2f

Both A and B
Students do one independent session online
Parallel

Throughout semester:

Course Content A (f2f)

Course content B (online)
Front End

(wks 1) Online

(wks 2-6) f2f
Back End

(wks 1-4)  
f2f

(wks 5-6)  
Online
Book Ends

- (wk 1-2) Online
- (wk 3-8) f2f
- (wks 9-13) Online
- (wk 1-4) f2f
- (wk 5-9) Online
- (wks 10-13) f2f
Is blended right for you?
Ask yourself:

- What aspects of blended design appeal to me?
- How can blended help me reach goals for the class?
- Is blended a good fit for my class?
- Which model appeals to me, and why?
- Which components of my class would I consider moving online?
- What new activities could enhance student learning online or face to face?
- How will online and face to face activities fit together in the student experience?
• Introductions
• What is a blended or web-enhanced course?
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• Blended learning models and course goals

• UVM’s Hybrid course initiative
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CTL supports a full continuum of UVM courses

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UVM’s Hybrid Course Initiative

• Five year initiative to provide training and support for designing and implementing hybrid courses

• Funded by the Technology Innovation Fund (tech fee)

• Program is currently in the Third Phase
  – First 60 courses taught and assessed (some several times)
  – 20 courses currently running and assessed Fall 2016 semester
  – 6 currently being developed, and total enrollment at 3824 students

• Goal - support the development of 60 hybrid and/or flipped courses over 5 years
The 5-year Hybrid Initiative

1. Spring/Fall 2013
   - 13 courses developed

2. Spring/Fall 2014
   - 17-20 courses to be developed
   - Case study archive development

3. Spring 2015-Fall 2017
   - Track an additional 30-60 courses developed using Case Study Archive and design workshops
Examples of Courses Running in 2016-2017

• **Asian Languages Teaching Practicum**— replacement model, with online resources and group project work freeing up in person time to practice teaching skills.

• **NFS Basic Concepts of Food** — replacement model: Tuesdays, students will “watch this then do that” and then on Thursdays students will “apply this and analyze that.”

• **Geology Course** — split model, with online tutorials and technique demos.

• **Art History 174 – 20th Century Art**— alternating model. Helping students gain experience speaking and writing about art from a critical perspective.
Hybrid Course
Case Study Archive

Computer Science: Introduction to Programming

Physical Therapy: Patient Management
Musculoskeletal II
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