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

Traditional and Web-enhanced

- Face-to-face
- Instructional technology supports learning

Hybrid

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

Online

- Fully online
- Technology allows asynchronous participation and distance learning

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?

- # Advantages/Challenges of blending your course

- Models and course goals

- UVM's Hybrid Course Initiative

- Questions & Discussion

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**

- UVM's Hybrid Course Initiative
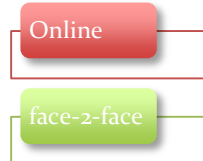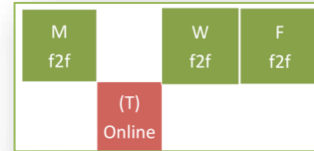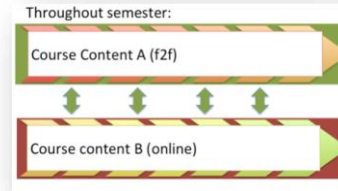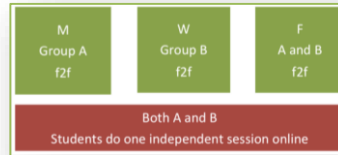
- Questions & Discussion

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
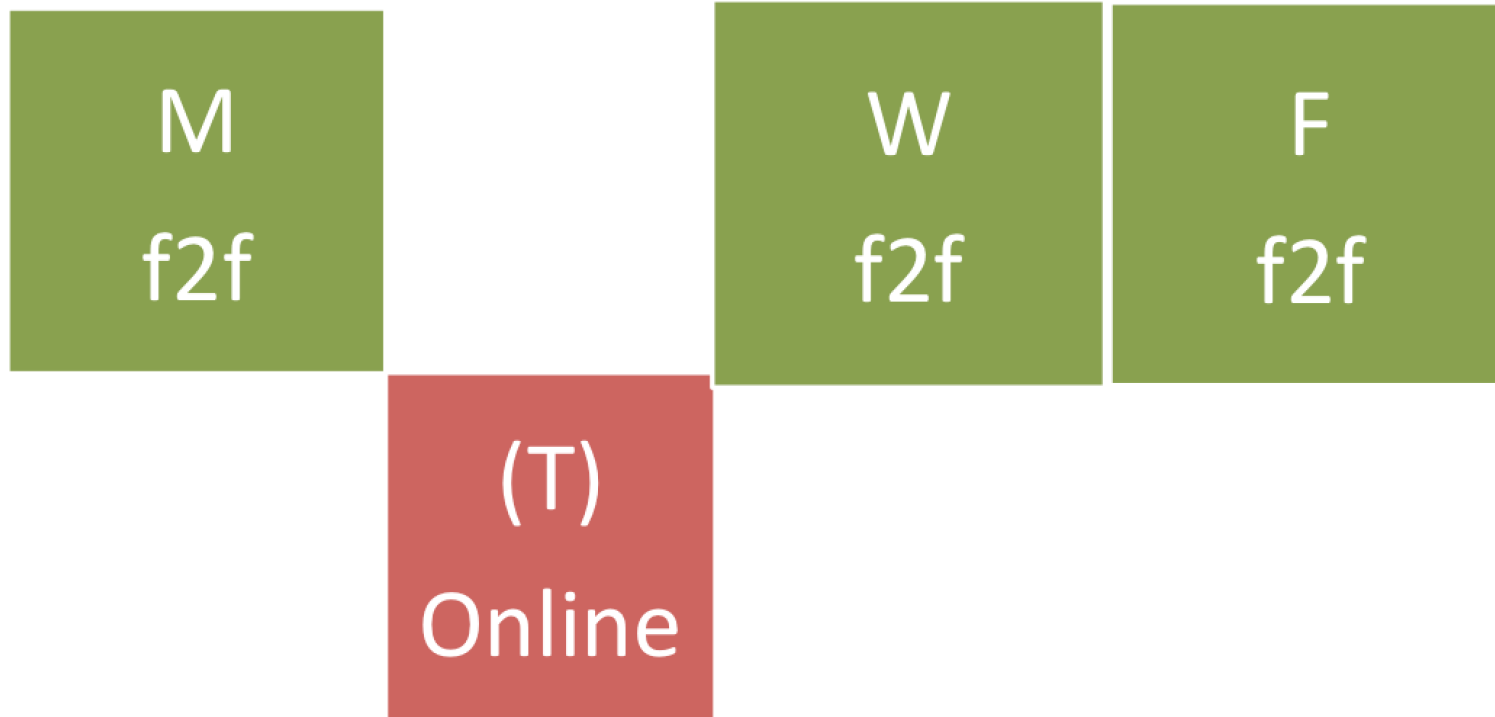
Some popular models:

- Replacement

- Split

- Alternating

- Parallel

- Front-end

- Back-end

- Bookend

M f2f		W f2f	F f2f
	(T) Online		

M Group A f2f	W Group B f2f	F A and B f2f
Both A and B Students do one independent session online		

Week 1 F2F	Week 3 F2F	
	Week 2 Online	Week 4 Online

Throughout semester:

Course Content A (f2f) →

↕ ↕ ↕ ↕

Course content B (online) →

(M) Online	(TWF) f2f

(TWF) f2f	(M) Online

(M) Online	(TW) f2f	(F) Online
(MT) f2f	(W) Online	(THF) f2f

Online

face-2-face

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)
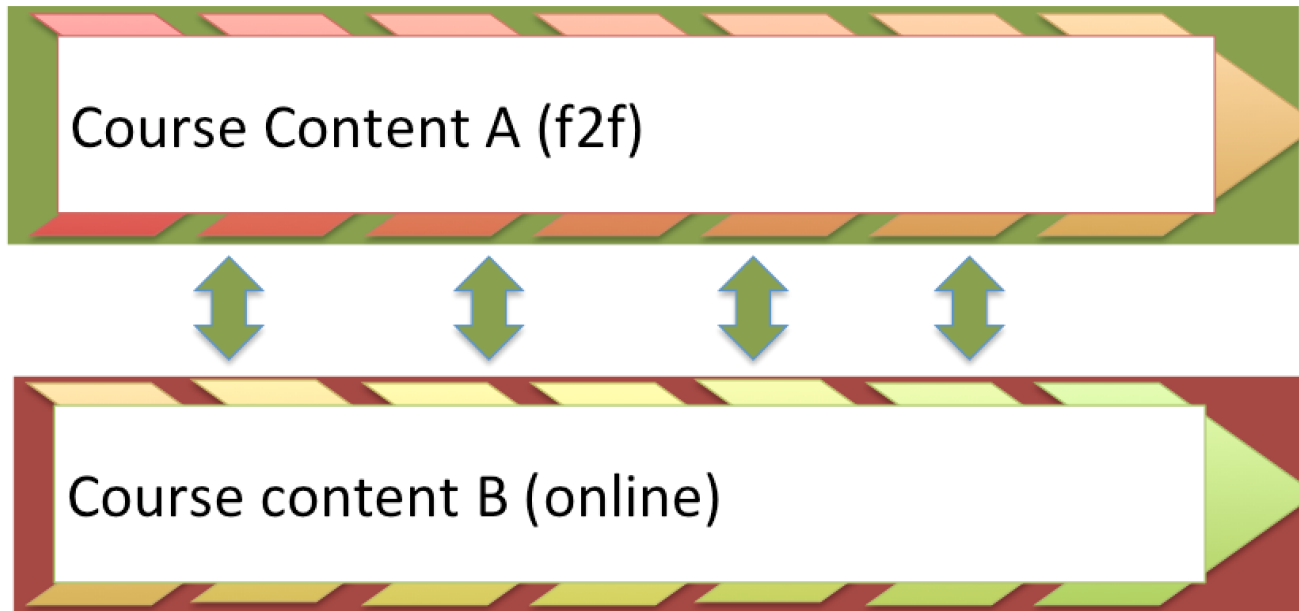
Front End

(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?

- Advantages/Challenges of blended

- Blended learning models and course goals

- # UVM's Hybrid course initiative

- Questions & Discussion

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
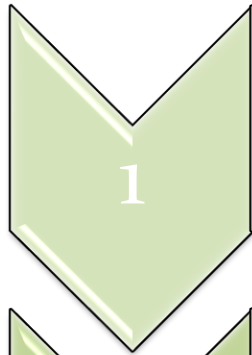
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- Spring/Fall 2013
- 13 courses developed
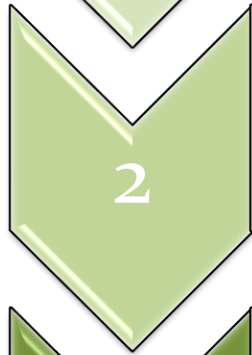
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- Spring/Fall 2014
- 17-20 courses to be developed
- Case study archive development

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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