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Opportunities for Course Redesign Using Blended Learning: Examples from the University of Central Florida

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BT: created first online course years ago, but learned that students were still coming on campus and using campus resources to do online courses.

- Took online model and incorporated what seemed to be the practice of F2F for courses
- Dramatic growth in need, decrease in budgets

LF

- Faculty tend to think of blended as a transition, as they are not comfortable with totally online environment. But it's more difficult to design than a full online course.

Assessment of institutional readiness and support for blended learning

My institution

1. Uses a commonly understood definition of blended learning
2. Has an agreed upon blended learning strategy
3. Has an effective organizational model to support blended learning
4. Has online, academic, student support services to support blended learning
5. Has a regular planning process to identify blended learning faculty/courses
6. Prepares faculty to successfully teach blended learning courses
7. Prepares learners to succeed in blended learning courses
8. Has a commonly known blended learning modality listed in the schedule
9. Proactively creates policies to support blended learning
10. Systematically evaluates our blended learning initiative
11. Calculates the ROI due to blended learning investments
12. Designs and reuses course materials within blended learning
13. Rewards faculty for teaching using blended learning
14. Makes blended learning accessible (Section 508) for all students
15. Has received external funding such as from NCAT for redesign
16. Has self-funded our own course redesign initiative
17. Has designed your initiative for scale
18. Has designed your initiative for sustainability
19. Has collaborated with other campuses on blended learning
20. Has collaborated with other institutions on blended learning

Sloan Consortium, 2004

- Combines online and classroom learning activities and resources in an optimal way
- Classroom attendance (seat time) is reduced

Blended Learning Program/Course Designs

- Program Redesign: faculty collaboration, modular curriculum, multiple colleges/departments, cost effectiveness/improved outcomes
- Course level: more effective pedagogy/right blend, convenience/flexibility, access
- Assignment level: group collaboration, discussions, enhanced F2F

Virtual labs with simulations: not too many of the sciences are willing to do this, but they are beginning to ask about this, especially about how a simulation before going into the lab can make the learning in the lab more effective.

Bad example: Political Science, which couldn't agree on a text or modules

Good examples: English composition, algebra courses, digital media

Issues with accreditation: keeping the percentage of online courses below 50%

Psychological issue of having class time asynchronously

Critical success factors for blended learning:

- Strategy
- Systemic approach, not *ad hoc*
- Organizational model
- Proactive policy development
- Formalized, scalable faculty development
- Data collection and assessment
- Centralized course design and development
- Online support for faculty and students
- Collaborative faculty development
- Coordinated, central support
- Change and project management
- Partners
- Agility

Scalability and Sustainability

- Agreed upon standards of operating
- Followed processes and procedures
- Systems for management
- Service level agreements
- Redundancy
- Small is good.
- UCF's EIS (Executive Information System)

They've learned that these efforts improve all learning, all course designs, all student services because people start to pay attention to this.

UCF Faculty Development (all online, self-paced)

Webcourses @ UCF Essentials (5 hours): required to teach web-enhanced F2F (technology focus)

IDV Essentials (8 hours): required to teach lecture-capture/video streaming course (design and delivery focus)

ADL 5000 (35 hours): required to teach existing online/blended course (includes blended delivery modality; focus on pedagogy, logistics, tech focus)

IDL 6453 (80 hours): required to design and teach original online/blended course (deeper design, delivery, and teaching focus) Faculty get a course release or stipend for completing this course. There is more demand than capacity.

Moved from doing discussion-based courses to reusable course content and objects.

Future Opportunities

- Evolution from one faculty member teaching one course (1 to 1)
- Several faculty co-developing one course (many to one)
- Faculty within a program developing a learning environment (many to more)
- Community of faculty creating interdisciplinary learning experiences
- Personal learning environments (PLE): informal learning, how students and faculty are using Web 2.0 and DIY materials for university learning