Measuring the impact on student engagement in the redesigned Blended Course using Quality Matters standards.

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Agenda

Hybrid Workshop Series
- Objectives
- Structure
- Demographics
- Outcomes

Research Project
- Student Engagement
- Survey Design
- Results
- Recommendations

Presentation Questions/Discussion

- We welcome your questions at any time during the presentation. However, you may also post your questions or comments to Poll everywhere @

- Text **772896 and your message to 37607**

  or visit Pollev.com

Objectives for Workshop

- Provide information about hybrid pedagogy
  - Formative & summative student assessment
  - Pedagogical scholarship
  - Creating active learning environments
  - Instructional materials choices
- Create a cohort of informed hybrid instructors
- Establish hybrid pedagogy faculty community

Workshop Structure

- Eight-week hybrid course that covers:

  - Hybrid definitions

  - Active Learning

  - Instructional Design

  - Course and Student Assessment

Demographics

- American Sign Language

- Communication/Speech

- Composition

- Sociology

- Geography

- Health & Information Data Management

- Biology

- Psychology

- Engineering

- Accounting

- Math

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Faculty_Workshop_Hybrid (Faculty Workshop series - Developing Hybrid Courses) 🏠

Announcements

Unit Plans

Resources

Discussions

Projects

Help

Student Resources

▾ **My Groups**

▸ Lakeland Resource Fair Hybrid Teacher Table Sign-Up →

COURSE MANAGEMENT

▾ **Control Panel**

▸ Content Collection →

▸ Course Tools

▸ Evaluation →

▸ Grade Center →

▸ Users and Groups

Unit Plans

📁 **UNIT 1 (Tuesday, September 4-Sunday, September 9): What is Hybrid/Blended Learning?**

For the first unit of our workshop, we will be discussing how we define hybrid or blended classrooms, the benefits of and challenges with this type of class set-up. What kinds of approaches work best in the bricks and mortar classroom setting versus the online? What are some common misconceptions about these approaches? How is this particular hybrid course set up for our eight weeks together?
BRICKS AND MORTAR CLASS MEETING: We will meet once during this unit on Friday, September 7, 2012 from 9 a.m. to 11 a.m. in room 201 in the Holden University Center.

📁 **UNIT 2 (Monday, September 10 - Sunday, September 30): Creating an Active Learning Environment**

During this unit of the workshop, we will discuss ways to create engagement in the hybrid classroom, asking us to consider how to develop blended group &/or collaborative assignments that span across the bricks and mortar and online classroom environments. Not only will we look at examples and discuss the pedagogical reasons for doing collaborative group work in the hybrid classroom but also you will all participate in group projects amongst yourselves and consider the types of group projects you might integrate in your own hybrid classes next semester.
BRICKS & MORTAR CLASS MEETING: We will have one campus meeting about this unit on Friday, September 14th in U-201 from 9 a.m. to 11 a.m.

📁 **UNIT 3 (Monday, October 1 - Sunday, October 14): Instructional Design**

During these two weeks, we will discuss strategies for instructional design of hybrid classes. Specifically, we will address such issues as accessibility, universal design, media components, support services and the Quality Matters rubric. You will each design a hybrid module for their upcoming hybrid course, gather feedback from each other, and present your findings to us during active discussion.
BRICKS & MORTAR CLASS MEETING: We will have one campus meeting about this unit that will be held on Friday, October 5th from 9 a.m. to 11 a.m. in U-201.

📁 **UNIT 4 (Monday, October 15 - Sunday, October 28): Assessment**

During these final two weeks of class, we will discuss approaches for assessing student work in the hybrid environment, considering different approaches, reasons for those approaches, and designs for assessing in both environments. You will engage in discussions of how you would assess this workshop as well as your own students' work in your own classrooms. What are your plans for the future with your hybrid course? Where will we go from here with our follow-up meetings about teaching hybrid courses?
BRICKS & MORTAR CLASS MEETING: We will have one campus meeting to wrap up this unit on Friday, October 19th from 9 a.m. to 11 a.m. in U-201

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UNIT 1 (Tuesday, September 4–Sunday, September 9): What is Hybrid/Blended Learning?

Task List

This week we will be introducing ourselves as people and as teachers to one another, situating our experiences with hybrid learning with one another. In addition, I want to unpack some myths of what hybrid learning and teaching might be. To do all of this, I have created a list of "tasks" to complete during our first unit, the shortest of the four we will do.

1. Post an introduction to yourself in the "Introductions" discussion forum. You can get to it by clicking the link below or by heading to the "Discussions" area of the course.
2. Read over one or more of the linked sources below about hybrid learning and then head into "What Is Hybrid Learning?" discussion forum below to begin addressing how that article aligns with or challenges your notions of what hybrid learning and teaching are or, perhaps, how they align or challenge your approach toward hybrid learning. Make sure you post includes a clear reference to which text you are writing about, so others can easily turn to it if they want to see what you mean by that reference.
3. For our face-to-face meeting this week, I want everyone to come to the classroom ready to continue our discussion about how we define hybrid learning and characteristics of great hybrid teaching.

Link to UNIT 1 Discussion: Introductions

North American Council for Online Learning

While constructed for K–12, the first five pages do a great job of defining hybrid/blended learning and some of the issues we want to cover in this workshop.

EDUCAUSE Center for Applied Research's "Enriching Student Experience Through Blended Learning"

While a bit dated, published in 2006, Educause is a great publication that is worthy of exploration and discussion.

"Sloan-C's Definition of 'Online Course' May Be Out of Sync with Reality" by Jim Shimabukuro

This article presents a really important debate about trying to define a hybrid course and how important it is to consider the variations and complexities of defining online versus

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UNIT 2 (Monday, September 10 – Sunday, September 30): Creating an Active Learning Environment

Task List –Unit 2

Last week we considered the definition of Hybrid Learning, shared some advantages and challenges, as well as common myths surrounding hybrid learning. This week we will be looking at Active Learning, what it is, why we should use it, and how it fits in with the hybrid format. Please read and complete the following tasks in preparation for Friday's session.

1. Post to the Reflections discussion forum answering the question, "What were the one or two most important ideas that emerged from last weeks in-class discussion?" – Refer to the slides Joanna included in the first unit as needed.
2. Review the link from University of Minnesota, Center for Teaching and Learning's site, What is Active Learning? By Wednesday evening, please post an Active Learning activity that you use either online or face to face. What are the learning objectives of this activity? What are the challenges with using this type of learning activity?
3. If you do not use active learning in your classroom, consider the sample activities listed in the Active Learning Handbook resource provided. (pages 14 – 32). Which of these activities would you be able to integrate into one of your courses? If you do not feel you could integrate active learning into your course, what challenges prevent you from doing so?

Online group assignment: Sept 15 – 30

Small groups have been set up (see the groups tab in the course menu). Please join a group and click on the "Wiki" link. Over the next two weeks each group will design a blended learning unit or activity. Follow the chart labeled "INQUIRY THROUGH BLENDED LEARNING (ITBL) CHART" at the bottom of Unit 2. You and your classmates will agree on an activity, write one or more learning outcomes using active verbs, provide a pre-class, in-class, and online after-class activity. Please describe the tools you will use and how you plan to assess this blended learning experience.

Unit 1 – Reflections

"What were the one or two most important ideas that emerged from last weeks in-class discussion?" – Refer to the slides Joanna included in the first unit as needed.

U Minnesota: CTL, What is Active Learning?

Active Learning: Group Wiki

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Learning Outcomes	Assessment Activities	Before a Face-to-Face (Synchronous) Session	During a Face-to-Face (Synchronous) Session	After a Face-to-Face (Synchronous) Session	Tools
What do you want your students to know when they have finished your course (e.g. key learning outcomes – knowledge, skills and attitudes)? Resources: A Model of Learning Objectives Bloom'◆ ◆ s Digital Taxonomy **In order to demonstrate the LCC Learning Outcome of "uses information responsibly," the students will be able to recognize flaws in logical thinking as is evident by the presence**	How will you and your students know if they have achieved these learning outcomes (e.g. opportunities for self, peer, and instructor assessment)? 2. Collaborative analysis of a political speech through wiki or discussion board. (I prefer DB). **2. Writing/ presenting an argumentative paper/speech. An option for the paper could be an argumentative or persuasive paper/speech supporting a particular candidate or position. This way they can demonstrate that as an individual they can logically support claims. This includes sifting through**	How will you help students determine what prior knowledge and experience they have with the assessment activity? Interactive presentation on a definition and examples of Logical Fallacies (This does not appear to address the question.) 1. **Self-check on fallacies (online quiz on Bb) 2. Group activity with fallacies. Students will analyze political advertisements. Recognize flaws in logical reasoning in speeches, debates and political advertisements by both presidential candidates. They can do this on a wiki in Bb. (This can be a self and peer assessment activity and a graded activity.)**	How will students synchronously interact and engage with the assessment activity? **In-class debate: Perhaps a blend of student/teacher judging can be used. When I hold debates or critiques in class, I try to first have the student identify strengths and problem areas. I then ask questions to help them consider specific aspects that were overlooked. If that does not work, I sometimes share my final thoughts about a particular essay/speech to encourage students to**	What portion of this assessment activity will require "reflective time" for interaction and communication The group online activity, assessment of debates, peer review of the final paper will allow reflective and interaction time.	What tools could be used to help organize, facilitate, and direct these assessment activities? 1. Time stamp for online work. (Provide suggested and actual deadlines for assignments. For example, for group work, make recommendations about how the quality and frequency or work will be measured. 2. Blackboard quizzes. 3. DB and/or Wiki 4. Links to internet resources including www.americanrhetoric.com for samples for both the DB/Wiki activity and the classroom analysis. **Surveys about this topic by questioning their friends, neighbors, to find out why their peers prefer a certain party and back up with reasoning. Wouldn't this be part of online too? So students can share results in an**

Active Learning: Student Discussion

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☐	**UNIT 1: What is Hybrid Learning?**	This forum's goal is to get us thinking about how we see hybrid learning coming into the workshop and how that might tie or challenge the readings listed for this week. To participate in this forum: • Read one or more of the posted links in the unit 1 folder in the week plan. • Construct an interest argument or point that ties that reading to your own notions and/or experiences teaching hybrid courses. If you haven't taught hybrid courses, how does that article challenge or align with how you see it? If you have taught hybrid before or are currently teaching hybrid courses, how does align or challenge your approach toward teaching hybrids and/or thinking about teaching hybrids? • Turn us to something specific from that article--a point or a quote. Cite the piece, if you can, so we can more easily turn to that section of the reading ourselves. • Read over and respond to other people's posts. This discussion forum will work throughout the entire unit, so our conversation will continue to build and deepen after our campus meeting on the 9th.	21	0	12
☐	**Unit 1 – Reflections**	What are the two most important ideas that emerged from last weeks in-class discussion? (Refer to the CopyCam image captures uploaded to Unit one as needed)	39	0	18
☐	**Unit 2 – Active Learning Definition and Examples**	Review the link from University of Minnesota, Center for Teaching and Learning's site, **What is Active Learning?** By Wednesday evening, please post an Active Learning activity that you use either online or face to face. What are the learning objectives of this activity? What are the challenges with using this type of learning activity? If you do not use active learning in your classroom, consider the sample activities listed in the **Active Learning Handbook** resource provided. (pages 14 – 32). Which of these samples would you be able to integrate into one of your courses. If you do not feel you could integrate active learning into your course, what challenges prevent you from doing so?	40	0	18
☐	**Unit 2 Reflections**	What did you find to be the two most important ideas that emerged from our work during Unit 2?	4	0	4
☐	**UNIT 3: Course Design**	This unit's discussion will address issues of course redesign with hybrid course construction. Since your project requires you to develop a learning module, my hope is that this discussion forum will both inspire and clarify how you design that module. After reading over the course material, post a response to one (or both, if you like) of these questions: 1. How do you plan to integrate one of the elements of instructional design covered in this week's reading?	16	0	7

Instructional Design

- What are QM Standards?

- How does our workshop course site reflect those elements?

- What are some ways to make our courses more broadly accessible by our students?

- What role does media and/or tools play in how we share our courses with students?

Active Learning:
Build a Hybrid Module

Assessment

- Discuss previous assessment experiences.
- Read assessment scholarship.
- Differentiate between formative & summative
- Ask students to assess our workshop.
- Provide letters of appreciation & participation.
- Mail out certificates of completion.

Our Results: New Hybrid Courses

- Intro to Sociology

- Sociology of Aging

- Environmental Geography

- Intro to Accounting

- Interpersonal Communication

Student Engagement

The findings from 20 years of research on undergraduate education have been unequivocal: The more actively engaged students are — with college faculty and staff, with other students, and with the subject matter they study — the more likely they are to learn, to stick with their studies, and to attain their academic goals.

- Community College Leadership Program

CCSSE Benchmarks & QM Standards

- Active and Collaborative Learning

- Student Effort

- Academic Challenge

- Student-Faculty Interaction

- Support for Learners

Active and Collaborative Learning

- *The Active and collaborative learning benchmark measures the extent to which student participate in class, interact with other students, and extend learning outside the classroom…*

- *Active and collaborative learning is linked with higher grades and course completion measures as well as long term persistence…*

Student Effort

- *The Student Effort benchmark measures time on task, preparation, and use of student services…*

- *…the Student Effort benchmark is predictably related to retention measures and moderately predictive of academic measures.*

Academic Challenge

- *The Academic Challenge benchmark measures the extent to which students engage in challenging mental activities, such as evaluation and synthesis, as well as the quantity and rigor of their academic work…*

- *Academic Challenge was most consistently associated with academic outcomes…*

Student-Faculty Interaction

- *The Student to Faculty Interaction benchmark measures the extent to which students and faculty communicate about academic performance, career plans, and course content and assignments…*

- *…the Student-Faculty Interaction benchmark is related to both academic and persistence outcomes.*

Support for Learners

- *The Support for Learners benchmark measures student' perceptions of their colleges and assesses their use of advising and counseling services…*

- *…the Support for Learners benchmark analysis suggest that this benchmark has its greatest impact on persistence…*

Modified Survey Instrument

- 1) Asked questions in class or contributed to a class discussion
- 2) Made a class presentation
- 3) Prepared two or more drafts of a paper or assignment before turning it in
- 4) Come to class without completing or reading assignments
- 5) Worked with other students on projects during class
- 6) Worked with classmates outside of class to prepare class assignments
- 7) Tutored or taught students (paid or voluntary)
- 8) Participated in a community-based project as a part of this course
- 9) Used the Internet or instant messaging to work on an assignment
- 10) Used email to communicate with your instructor
- 11) Discussed grades or assignments with your instructor
- 12) Talked about career plans with an instructor or advisor
- 13) Discussed ideas from your readings or classes (with faculty members) outside or class
- 14) Received prompt feedback (written or oral) from your instructor on your performance
- 15) Worked harder than you thought you could to meet your instructor's standards or expectations
- 16) Worked with instructors on activities other than coursework
- 17) Discussed ideas from your readings or class with others outside of class (with students, family members, co-workers, etc.)
- 18) Had serious conversations with students of a different race or ethnicity other than your own
- 19) Had serious conversations with students who differ from you in terms of religious beliefs, political opinions, or personal values

Study Sample Size

- Seven sections of Sociology with 212 total number of students enrolled in all sections and n=132 students completing the survey (62%).

- In the three face-to-face sections, 61 out of 115 (53%) participated,

- for the two online, 33 out of 45 (73%), and

- 38 out of 52 students participated in the survey (73%) from the blended sections.
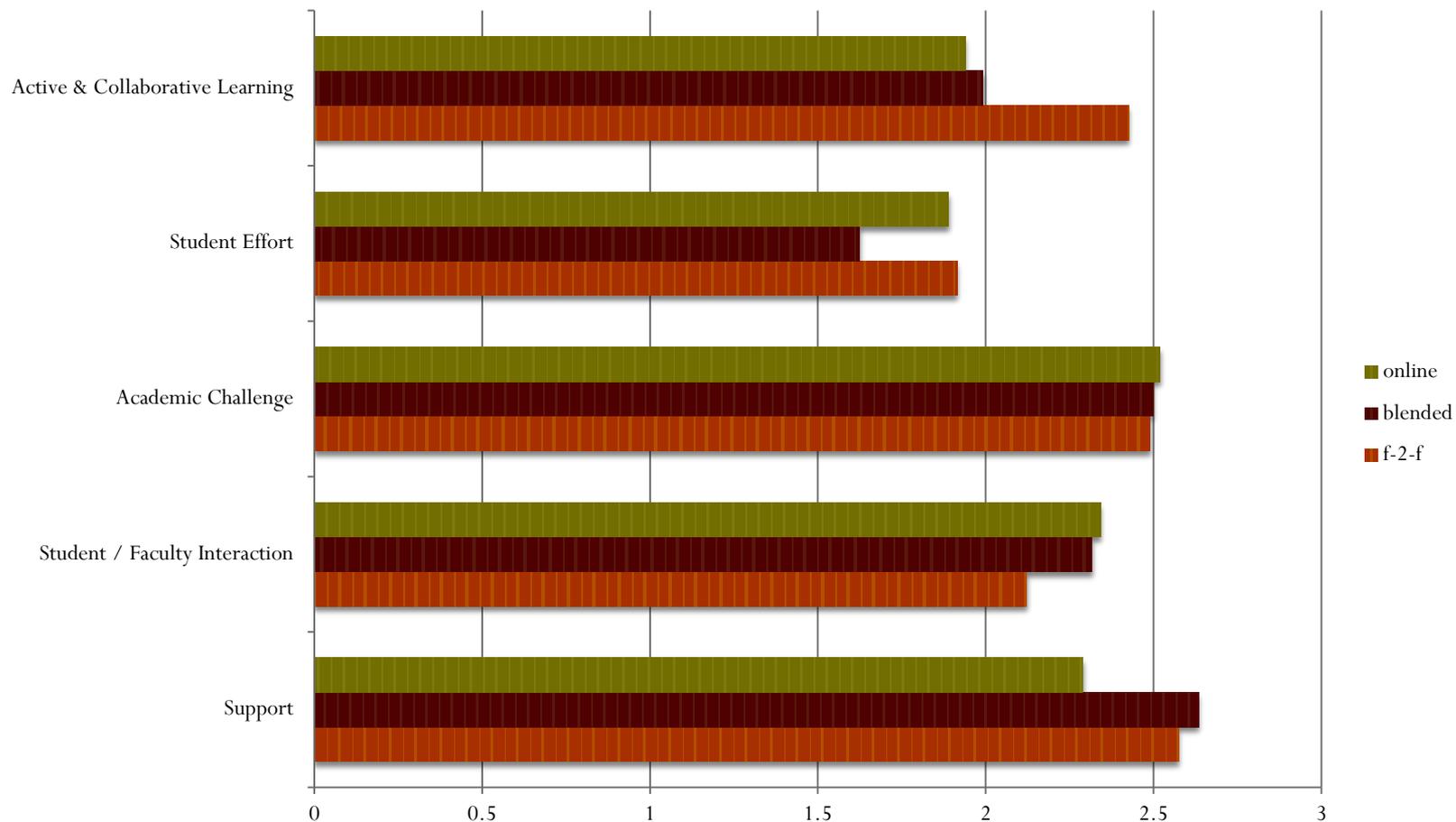
Results by delivery modality
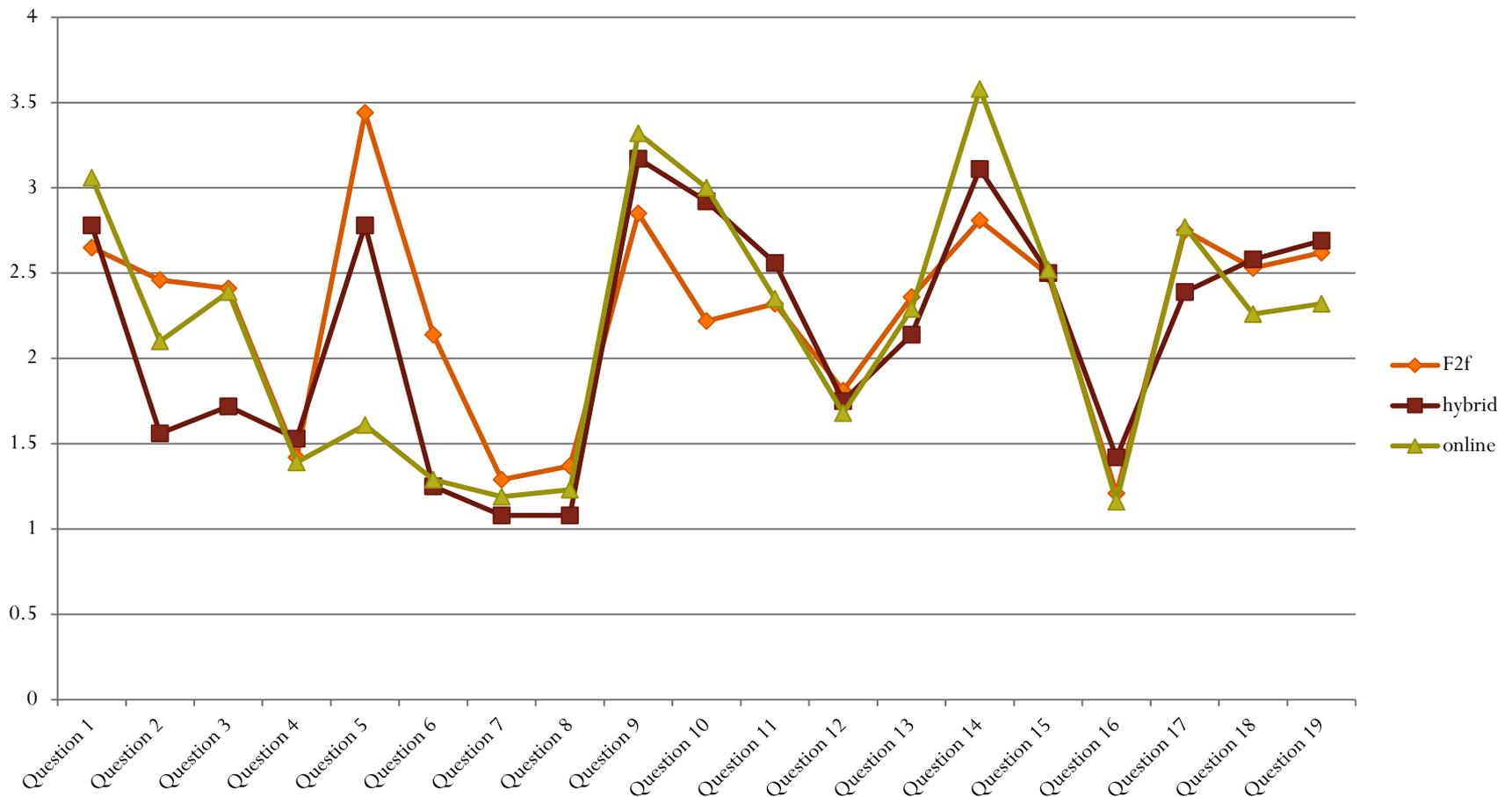
Result by Questions
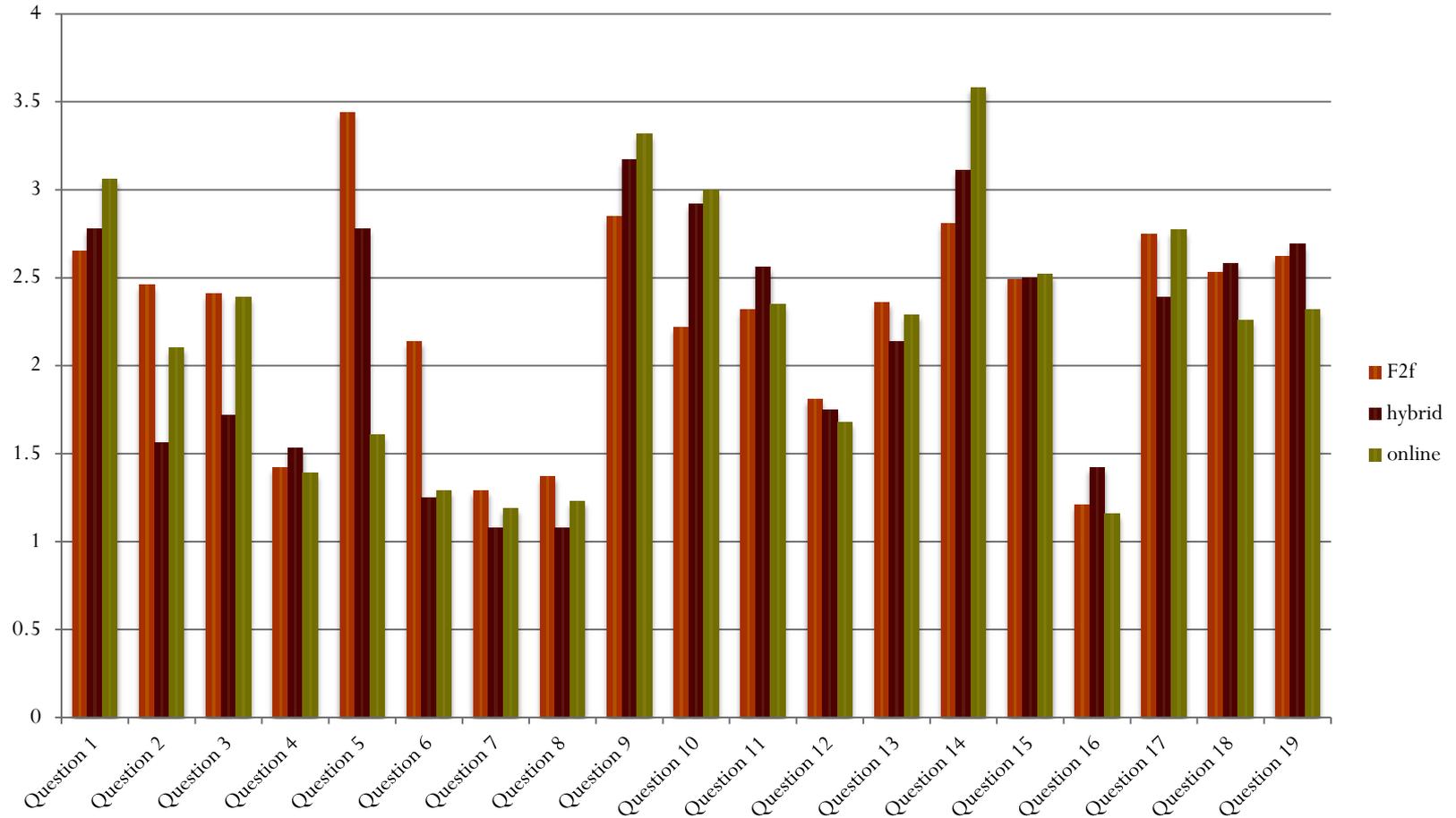
CCSSE Benchmarks Results

Further Discussion

- The high bar is set by face-to-face; how can we make our online courses more active and collaborative?

- Is the blended course actually easier? Why might students perceive it as such?

- Is the blended course indeed the "best of both worlds" in regards to student to faculty interaction and student support?

Further Study

More closely align the QM Standards with CCSSE Benchmarks.

Look at redesigning the survey to include a more balanced number of questions from each benchmark area.

Include a larger number of courses (possibly across multiple institutions) for a comparison study and meta analysis.

References:

Junco, R., Heibergert, G. & Loken, E. (2010) The effect of Twitter on college student engagement and grades. Journal of Computer Assisted Learning. Blackwell Publishing 2010.

Kuh, G.D., Cruce, T., Shoup, R., Kinzie, J., & Gonyea, R.M. (2007). Unmasking the effects of student engagement on college grades and persistence. Journal of Higher Education.

McClenney, K., Marti, C.N., & Adkins, C. (2006). *Student engagement and student outcomes: Key findings from CCSSE validation research*. Austin, TX: University of Texas at Austin, Community College Leadership Program.