Transition from Face-to-Face to Blended Course Delivery: Critical Considerations

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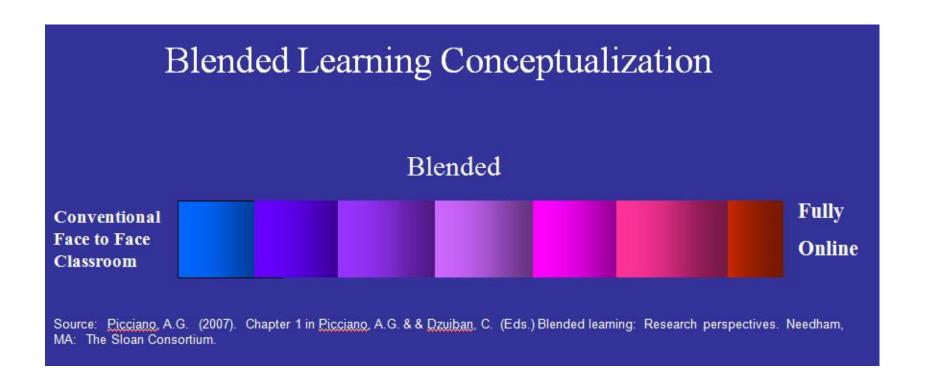ACRES, MARCH 2017

Session Overview

- Blended courses
  - Rationale
  - Transition from f-2-f to blended
  - Content delivery options
  - Student engagement and accountability
  - Discussion

Blended Delivery Definition

- Combination of traditional f-2-f course and various online learning activities

- Other terms
  - Hybrid
  - Mixed-mode
  - Flipped

- Online Learning Consortium (formerly Sloan Consortium): 30-70% online delivery = blended

Blended Continuum

Blended Learning Conceptualization

Blended

Conventional Face to Face Classroom

Fully Online

Source: Picciano, A.G. (2007). Chapter 1 in Picciano, A.G. & & Dzuiban, C. (Eds.) Blended learning: Research perspectives. Needham, MA: The Sloan Consortium.

Why Blended?

- **Changes in higher education**
  - **Significant movement to blended delivery**
    - 80% of IHEs offer some blended courses (Arabasz & Baker, 2003)
    - IHEs expect to continue to increase blended offerings (Bonk et al., 2006)
    - "Institutions will be differentiated not by whether they offer blended programs, but rather to what degree they provide blended offerings" (Ross & Gage, 2006)

- **Changes in student population**
  - Increase in *nontraditional* students

- **Blended provides benefits for both students and faculty– potential to combine the best components of traditional f-to-f and online**

Benefits of Blended Delivery

- Combines best aspects of f-2-f and online
  - Structured live sessions
    - Social interactions
    - Interactive lectures/discussions
    - Small group work
  - Flexibility of asynchronous work
    - Anytime/any place

- Student
  - Access
  - Flexibility for async portion of course
    - When/where to work on course
    - Working students, those with families
    - Pacing
      - Move quickly through some course sections/material
      - Review materials multiple times, if necessary, for some sections
      - Difficult content in recorded lectures can be viewed again

Benefits of Blended Delivery (cont.)

- Faculty
  - Flexibility
    - When/where to work on course
    - Provide multiple examples; students can work through as many as needed to attain mastery
- IHEs
  - Easier to provide multiple course offerings/ academic year
  - Less costly than offering additional f-2-f session
  - Better use of facilities

Drawbacks of Blended Delivery

- Student
  - Isolation
    - Lack of connection to campus/instructor/other students
  - Time management
    - Challenging without specific due dates/regular class meetings
    - Coordinating schedule for f-2-f meetings
- Faculty
  - Changing role
  - Transition workload
    - Determining which content to move to async
    - Ensuring student engagement/accountability
  - Isolation
    - Lack of connection with students

Benefits for Rural Students/Districts

- More flexible than traditional format
  - Less frequent travel to a regional campus
  - Work whenever/wherever for async
  - Structure/support of sync sessions
    ◦ More accessible in remote areas
    ◦ Supports para-to-teacher recruitment
    ◦ Supports ongoing PD

Examples from USU Programs

- Utah State Distance Certification Programs
  - Distance MM
    - Broadcast delivery (1 evening/week)
    - Blended courses
  - Distance Severe
    - Broadcast delivery (1 evening/week)
    - Blended courses
    - Online courses – very positive student response

Examples from USU Programs (cont.)

- Program Development
  - Instructor choice
  - Encouraging more blended to limit distance students' travel to broadcast sites to once/week
  - Piloting delivery directly to student computers
    ◦ Zoom, Adobe Connect
    ◦ Eliminates travel to regional campuses
  - Developing program of videotaping lessons
    ◦ Observation/supervision
    ◦ Student self-evaluation

Examples from WSU Program

- Weber State PRIME program
  - Distance program for MM licensure
    - Broadcast delivery
    - Online delivery
    - Movement toward blended options
  - Program Development
    - Students participate in two content courses a semester
      - At least one of these courses is blended or online.
    - Students take two field based courses (one practicum, one student teaching).
      - One observation in each of these courses is conducted using distance technologies.

Transition to Blended Considerations

- Year-long development
- Collaborate with an Instructional Designer
- Course objectives should drive decisions
  - Schedule
    - Sync/async every other week
    - Sync for ½ usual seat time each week; rest of week is async
    - Sync sessions only a few across the semester
  - Activities/assignments
  - Use of technology

Transition to Blended Considerations (cont.)

- Content delivery options
  - Readings posted online
  - Recorded lectures/presentations
  - Video clips
  - Activities
    - Interteaching
    - Case studies
    - Online modules
    - Practical application activities
    - Partner/small group work
      - Synchronous
      - Asynchronous
    - Quizzes

Transition to Blended Considerations (cont.)

- Communication
  - Connecting async and sync sessions/activities
  - Schedule for sync and async sessions
  - Communication strategies between sync session
- Clarity
  - Assignments
    - Due dates
    - Submission procedures
  - Where to find materials
  - How to contact the instructor
  - Help with technology

Transition to Blended Considerations (cont.)

- Developing community
  - Instructor-student
  - Student-student

- Accountability for async activities
  - Quizzes
  - Readings responses
  - Discussion boards
  - Assignments (e.g, complete case studies)
  - Responses to prompts within recorded lectures (e.g., provide 2 examples of…)
  - Practical applications aligned with async materials

USU Course Mapping Worksheet

The Big Picture

Course Goal: **Course Objectives:**

Graded Components (What activities will ultimately result in a score?):

Grading Outline (How will graded components be tallied and/or weighted?):

Weekly Schedule of Key Components

Component	Unit 1	Unit 2
Topics		
Objectives		
Content Delivery (Readings, Lectures, Simulations, Other audio/video)		
Discussions (Topics)		
Assessment Activities (Quizzes, Assignments, etc.)		
Flow (The order in which activities will be sequenced		
Notes		

Discussion

- Q&A

- Share experiences with blended courses

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