

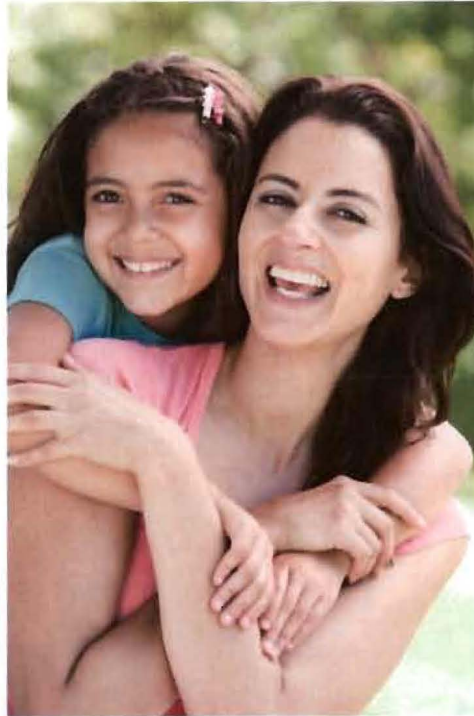
THE HOUSE BLEND

Hybrid Learning Methods and Strategies

Thomas Cavanagh, Ph.D.
Assistant Vice President, Distributed Learning
University of Central Florida



Margaret



Single mother

Coming back to college

Dropped out during first college experience

Works as a waitress at a chain restaurant

Wants a degree to get a better job in Health Science

Arthur



High School Math
Teacher

Pursuing Master's
Degree

Limited time for
education

Family, grading,
Wrestling coach

Wants a degree to
advance in career

Carol



Full-time nurse

Limited time for
education: shift work

Only one day per week
Available for class

Wants a BSN degree to
advance in career

Jared



Full-time student

Works part time

Plays intramural sports

Member of a fraternity

Student loan debt

Wants course flexibility
to engage more in the
on campus experience

Common Thread

- Flexible
- Convenient
- Accommodating
- Quality
- Workforce-oriented

Next Generation Learning Challenges

- 4 Challenge Areas
 - **Blended Learning**
 - Analytics
 - OER
 - Deeper Engagement
- Under 26, low-income
 - Jared and the younger Margaret

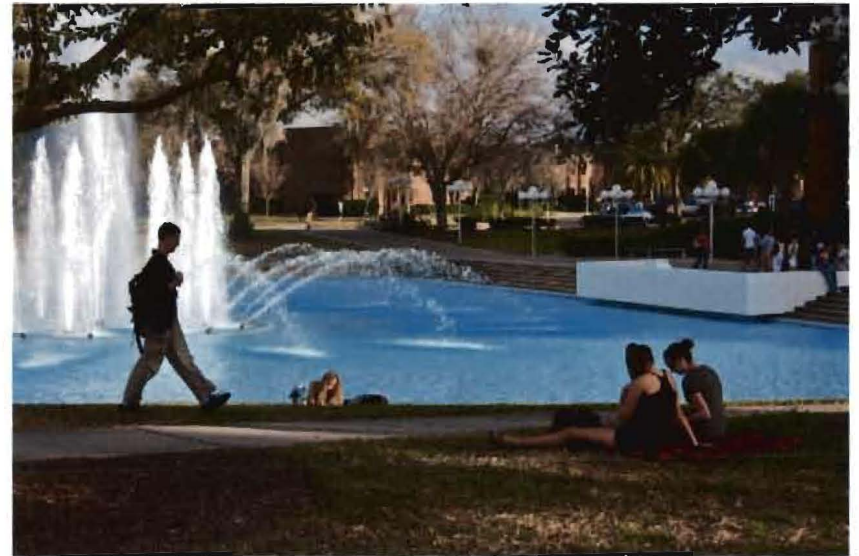
The UCF-AASCU NGLC Project

- To scale the UCF model of blended learning across the AASCU network of institutions (and beyond).



About UCF

- Orlando, FL
- Metropolitan, suburban university
- 58,000+ students
- 2nd largest university in U.S.
- Carnegie classification: RU/VH Research University: Very High Research Activity
- 216 degree programs across 11 colleges
- 11 Regional Campuses throughout Central Florida



About AASCU

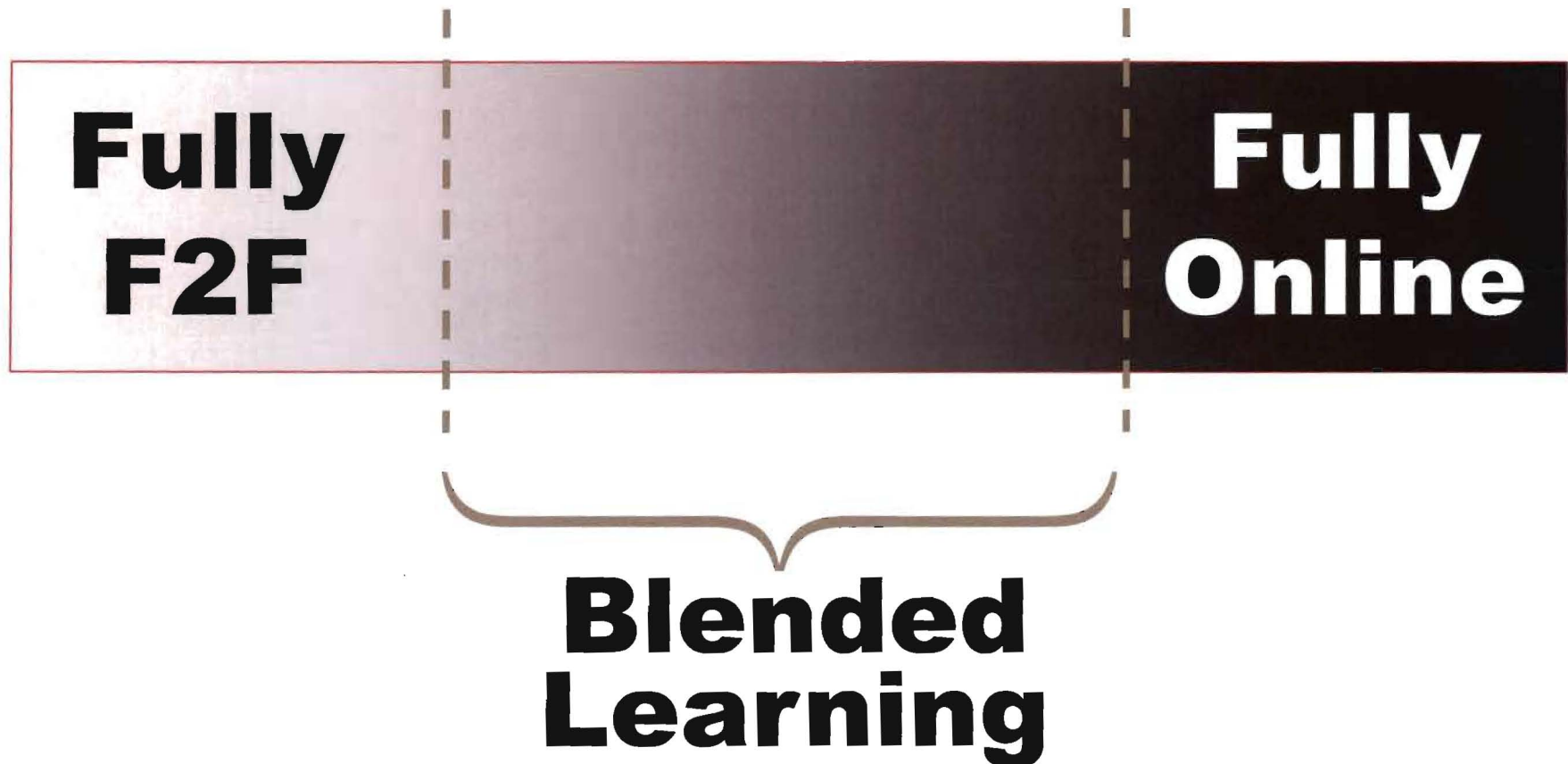
- Over 420 institutions across the U.S., Guam, Puerto Rico, and Virgin Islands
- From 1,000 students to 58,000+
- Urban, rural, suburbs, towns, cities...
- Commitments:
 - Access and Opportunity
 - Student-Centered
 - “Stewards of Place”



- Center for Distributed Learning
 - Over 30% of university SCH is online
 - Over half of all UCF students take at least 1 online course each year.
 - Fully Online Programs
 - 5 Undergraduate
 - 25 Graduate Degree
 - 29 Graduate Certificates

Defining Blended Learning

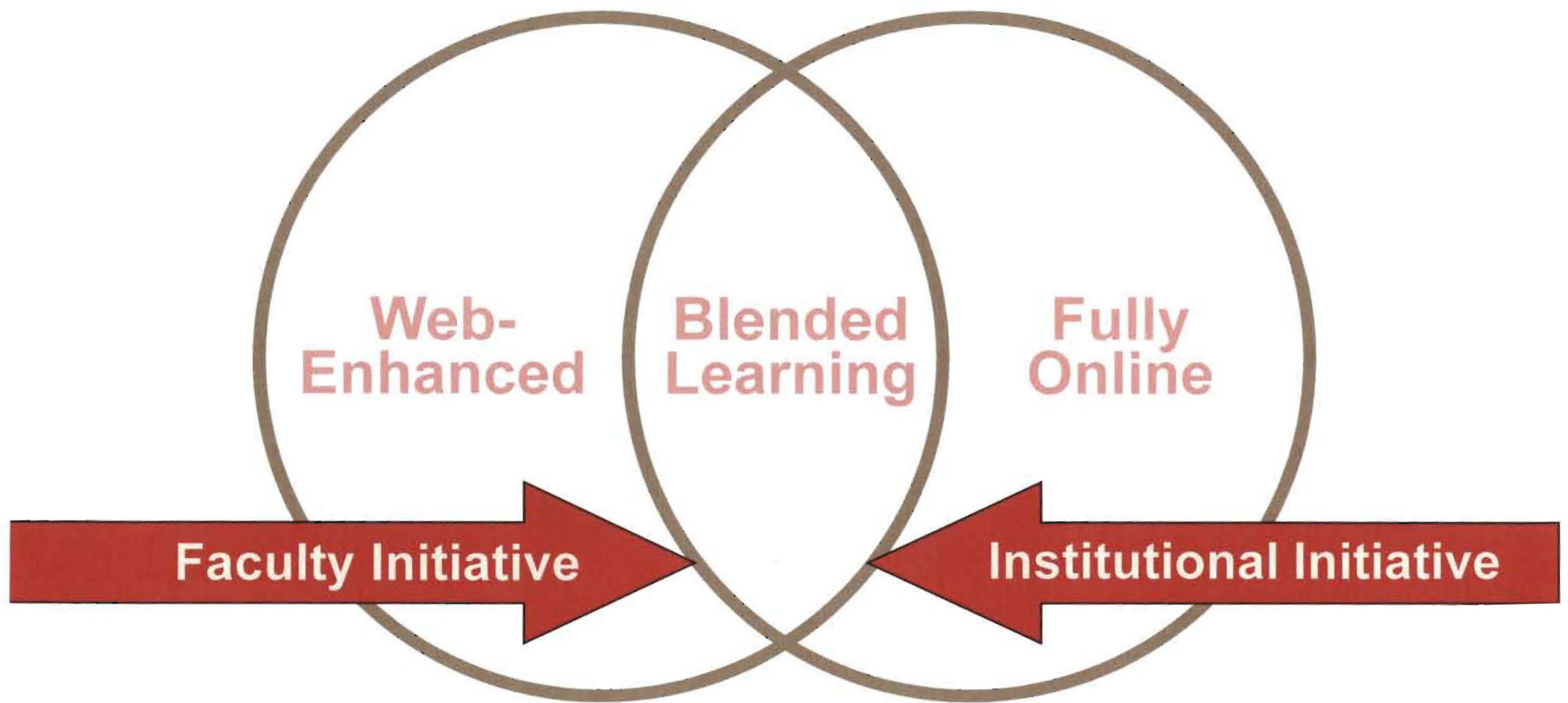
Classes where a portion of the traditional face-to-face instruction is replaced by web-based online learning.



Why Blended Learning?

- Engage faculty in online learning
 - First step
- Reduce delivery costs
 - Maximize facility use
- Increase flexibility and convenience
- Improve student learning outcomes
- Expand access to education

Strategic Alignment



Levels of Blended Learning



Program Level (Localness):

- Courses offered completely online
 - Completely face to face
- Main campus / regional campus
 - Hybrid/mixed format

Course Level (Modality)

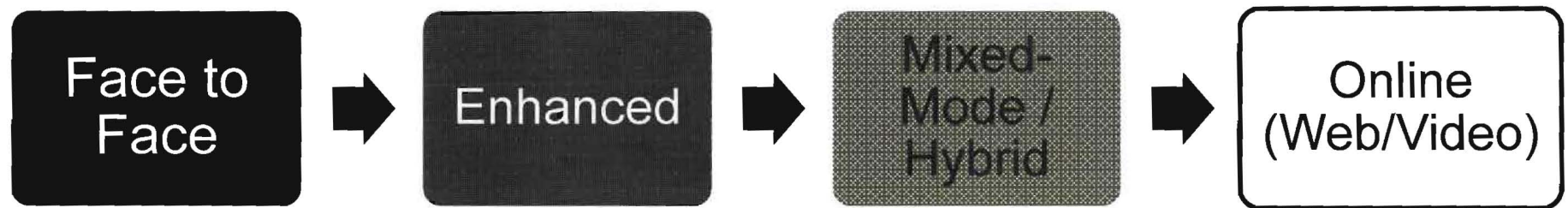
- Temporal / spatial (classroom utilization)
- Temporal (reduce large class blocks to decrease fatigue and increase productivity)
 - Synchronous distance

Assignment Level

- Group collaboration
 - Discussions
 - Enhanced F2F

Spectrum of Blended/Online Learning

Course Level: Modality

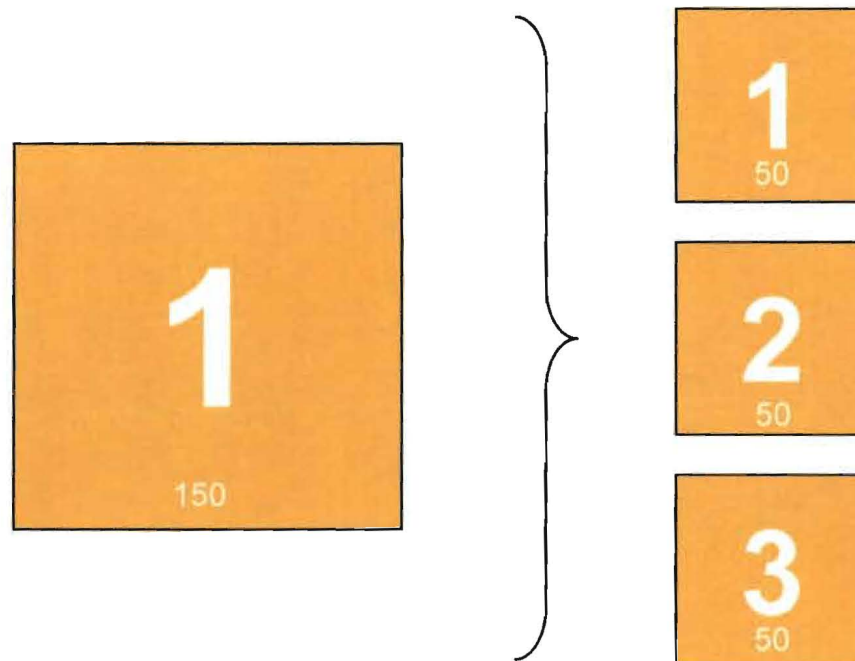


Time Shifting

- One day F2F, rest online
 - Tues / Thurs
 - Mon / Wed / Fri
 - Maximize facility usage
- Long instructional block
 - One 5-hour block split in have
 - Reduces fatigue, improves quality experience

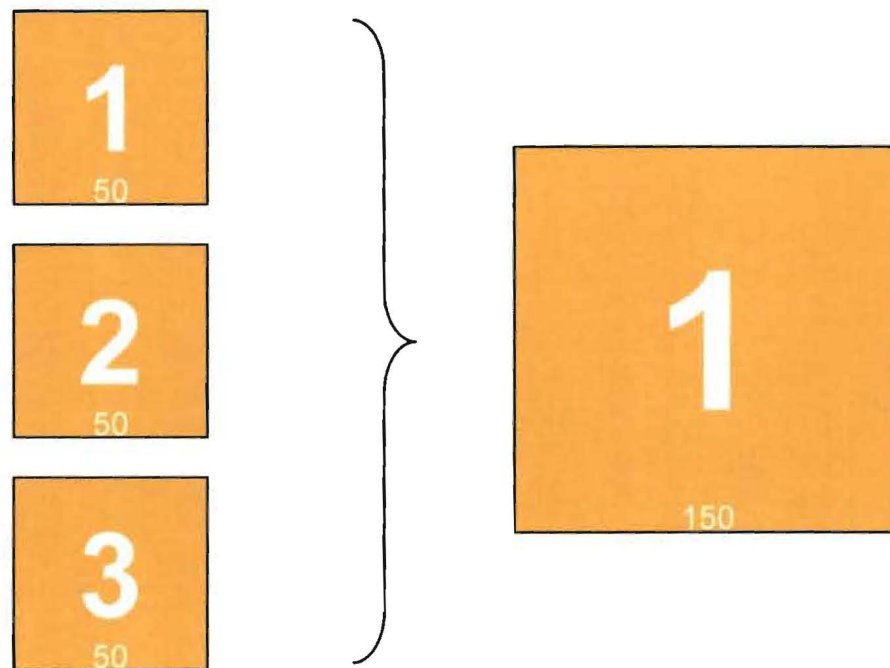
Ways of Blending

- Divide for quality (no loss of efficiency)



Ways of Blending

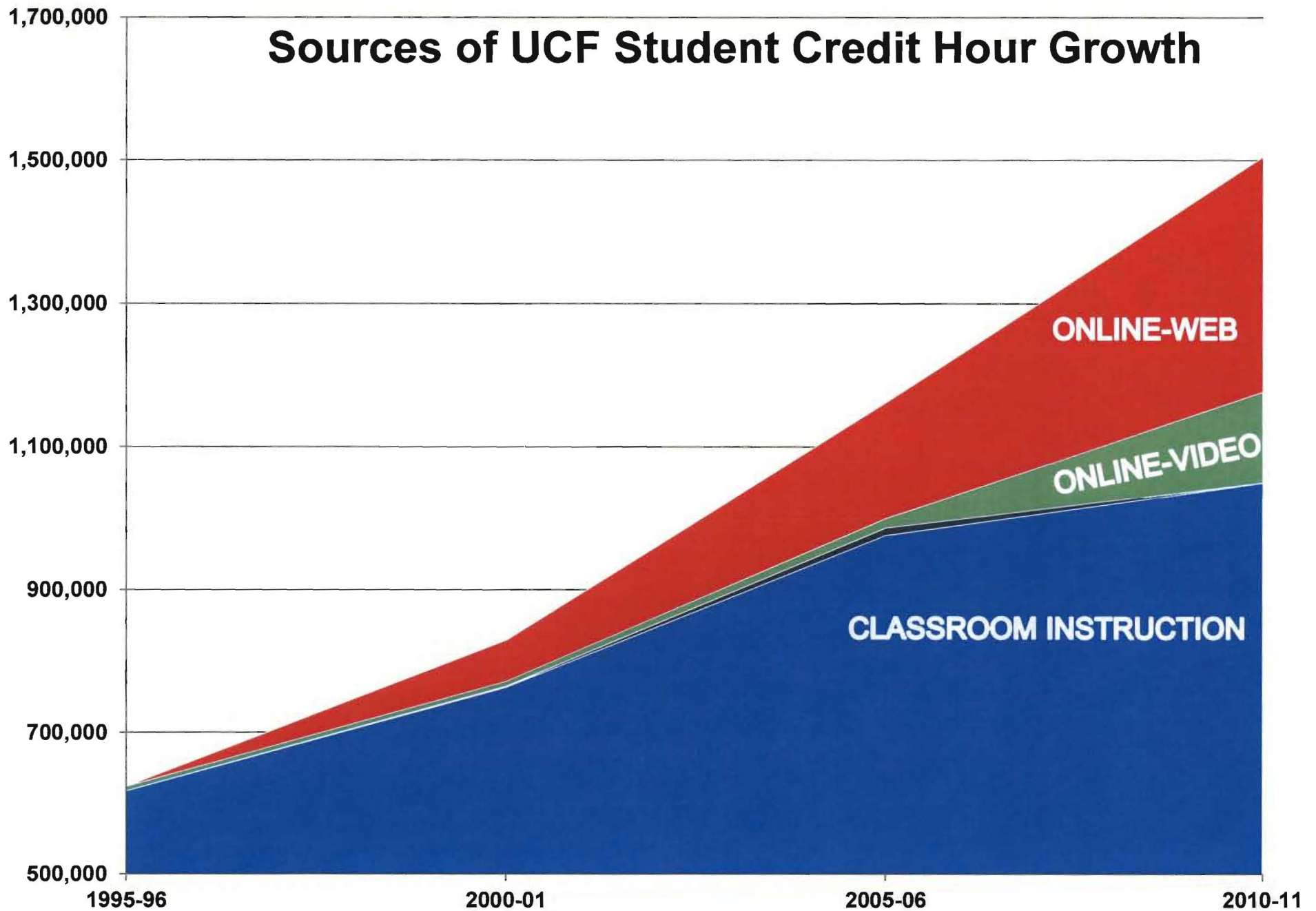
- Aggregate for efficiency (no loss of quality)



Blended Learning at UCF

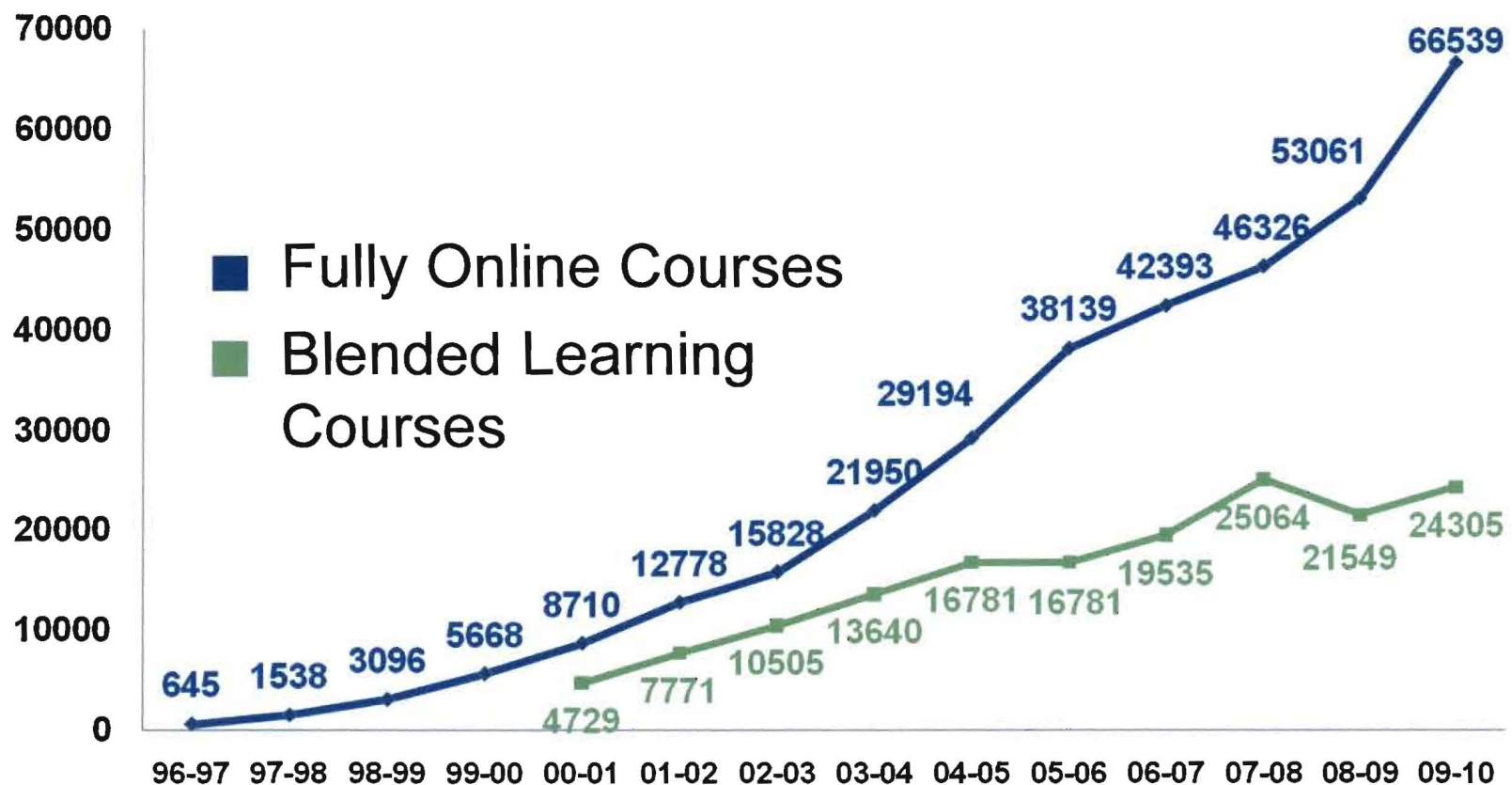
- Began with an Online initiative in mid-90s
- Quickly realized that 75% of students were local
- Was the catalyst for the blended learning initiative
- Center for ***Distributed*** Learning

Sources of UCF Student Credit Hour Growth



Blended Learning at UCF

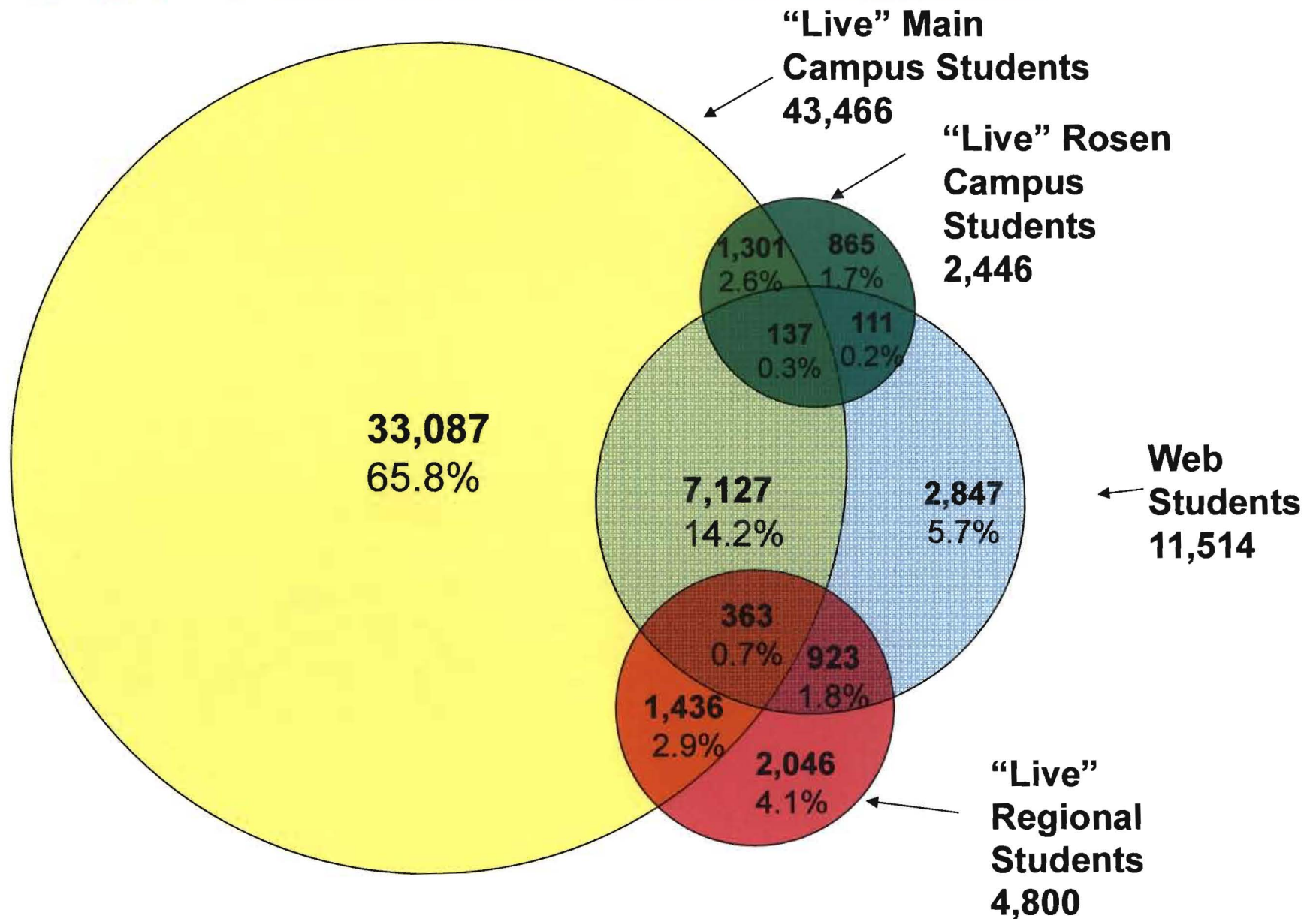
500% growth in blended courses



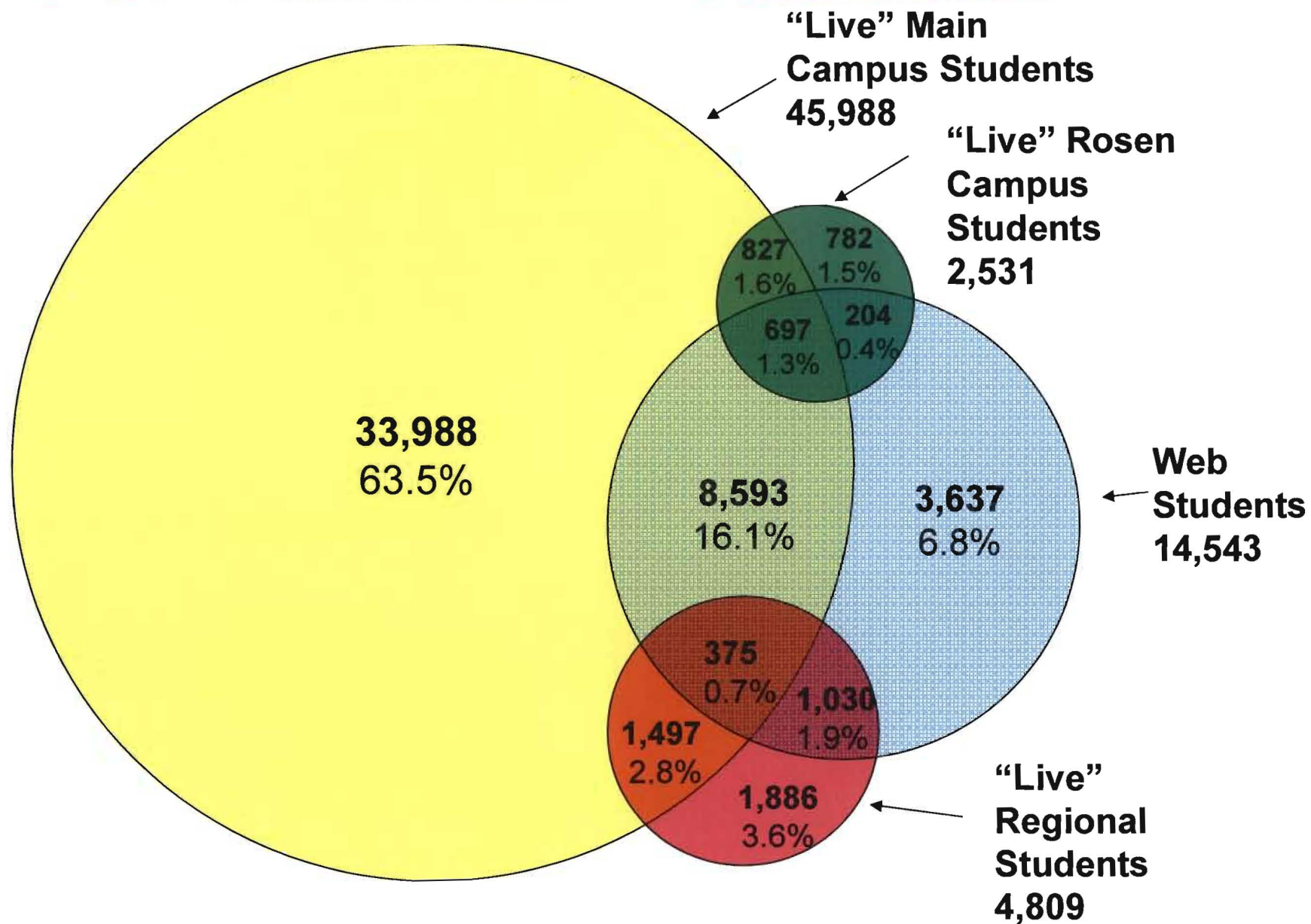
Blended Learning at UCF

Blended Learning	2009-2010 Academic Year	Totals since 2002
Sections	681	5,031
Registrations	24,241	160,860
Student Credit Hours (SCH)	70,438	476,823

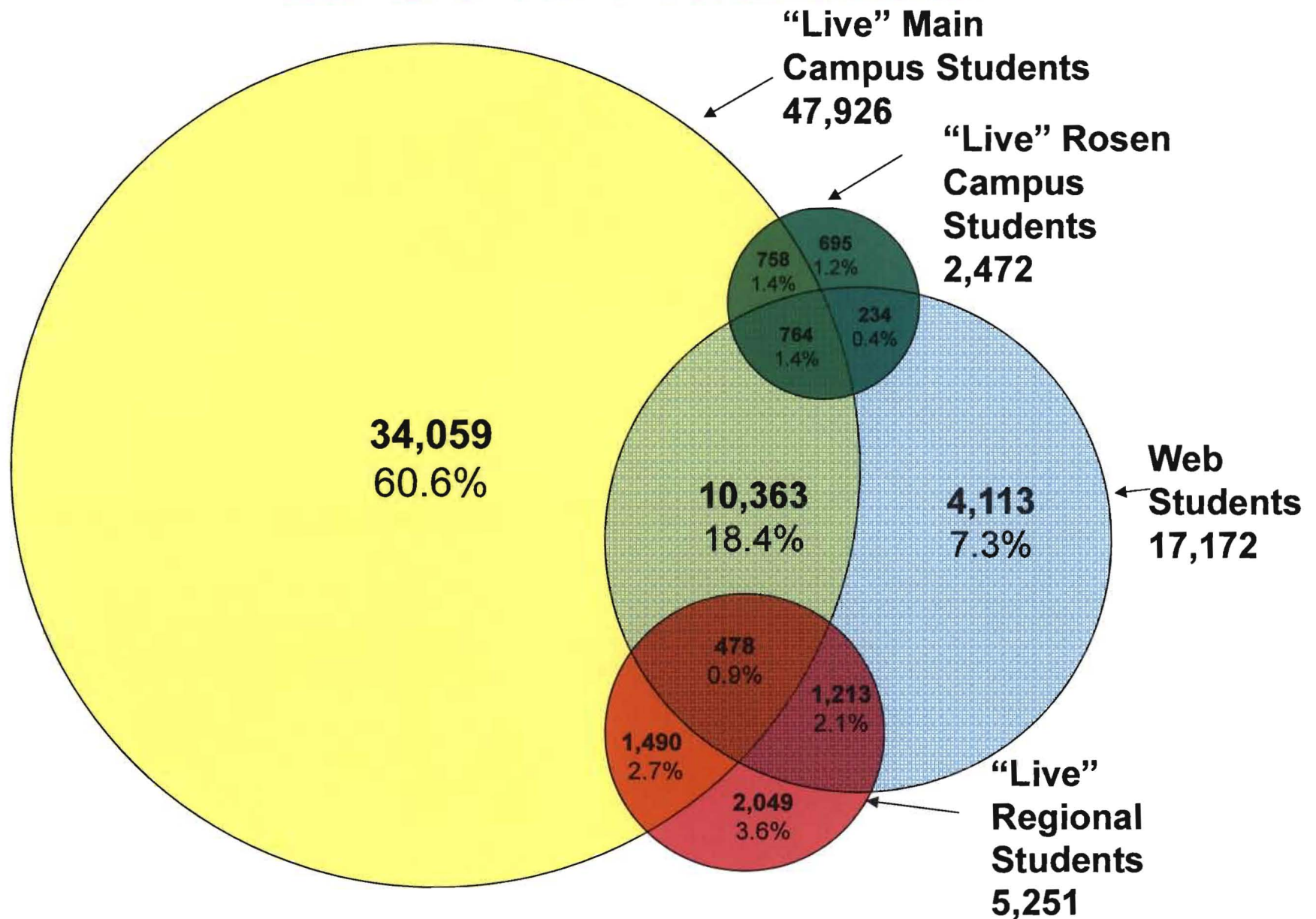
UCF Fall 2008 Headcount



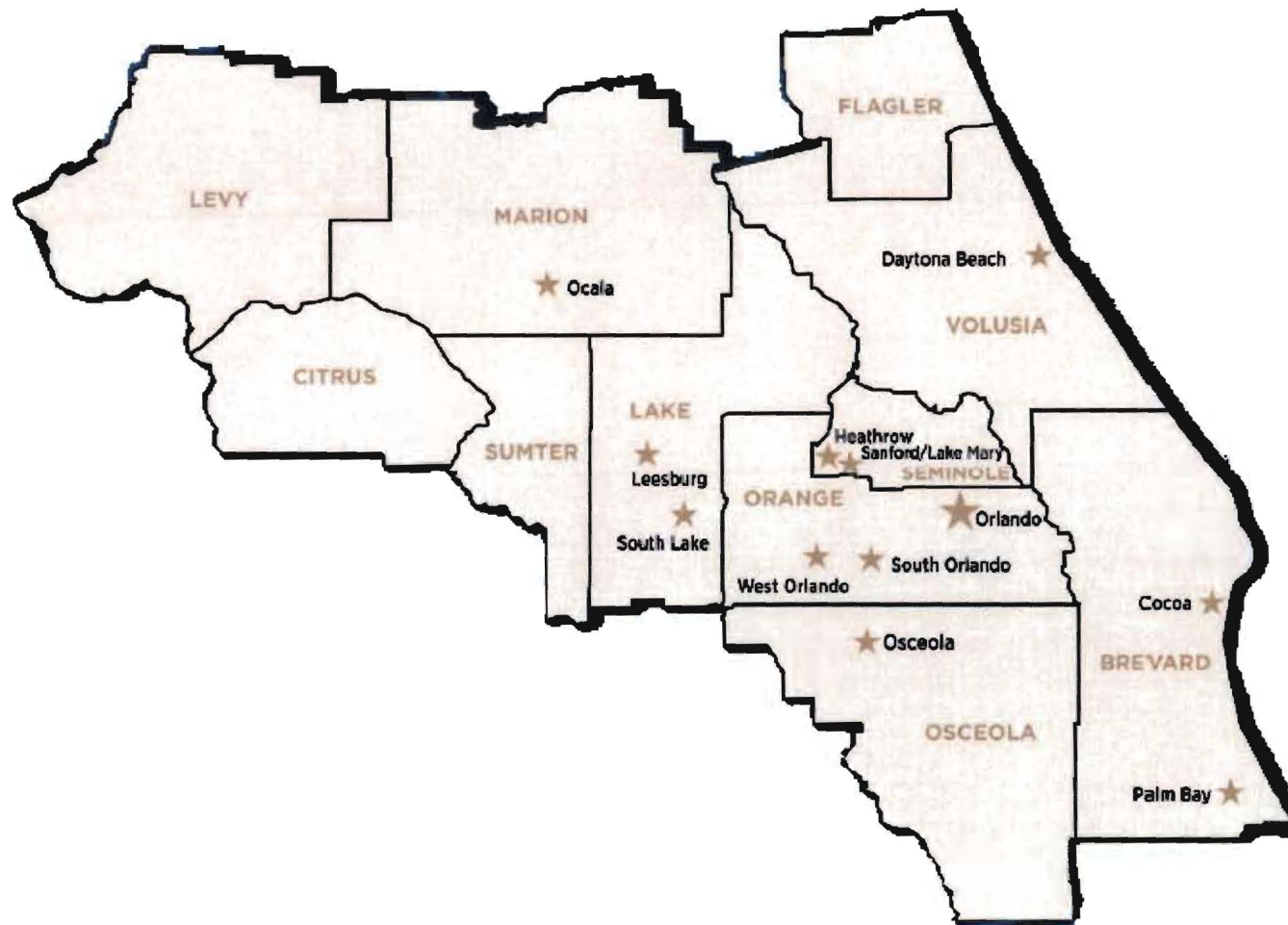
UCF Fall 2009 Headcount



UCF Fall 2010 Headcount



Regional Campus System



Blended Strategy

- Student-driven Blended **Programs**
 - Online courses, Mixed/Hybrid Courses, F2F Courses
 - Students construct their own individual curriculum paths that fit their unique needs
 - “Localness”
- Blended **Courses**
 - **M/W/F, T/Th**

Learning On Demand



UCF Learning *on Demand*

ABOUT US

GETTING
STARTED

ADMISSIONS

DEGREES

CONTACT US

Your education. Your way.

With 11 regional campuses, in addition to the Orlando campus, UCF Learning on Demand provides opportunities to get a high-quality education without changing your schedule. The combination of convenient locations and online opportunities gives you an array of formats from which to choose.

UCF Learning on Demand course formats:

In-class courses require face-to-face instruction and class attendance. You can take this option at one of UCF's 12 campuses.

Web (W) courses are offered online. These courses have no class attendance requirements.

Mixed-Mode (M) courses include classroom attendance and learning online. While the majority of course content may be given over the Internet, some class attendance will apply. Some courses only require taking your exams at a UCF campus.

Media Enhanced (E) courses are taught in a classroom, but include significant Internet and e-mail components.



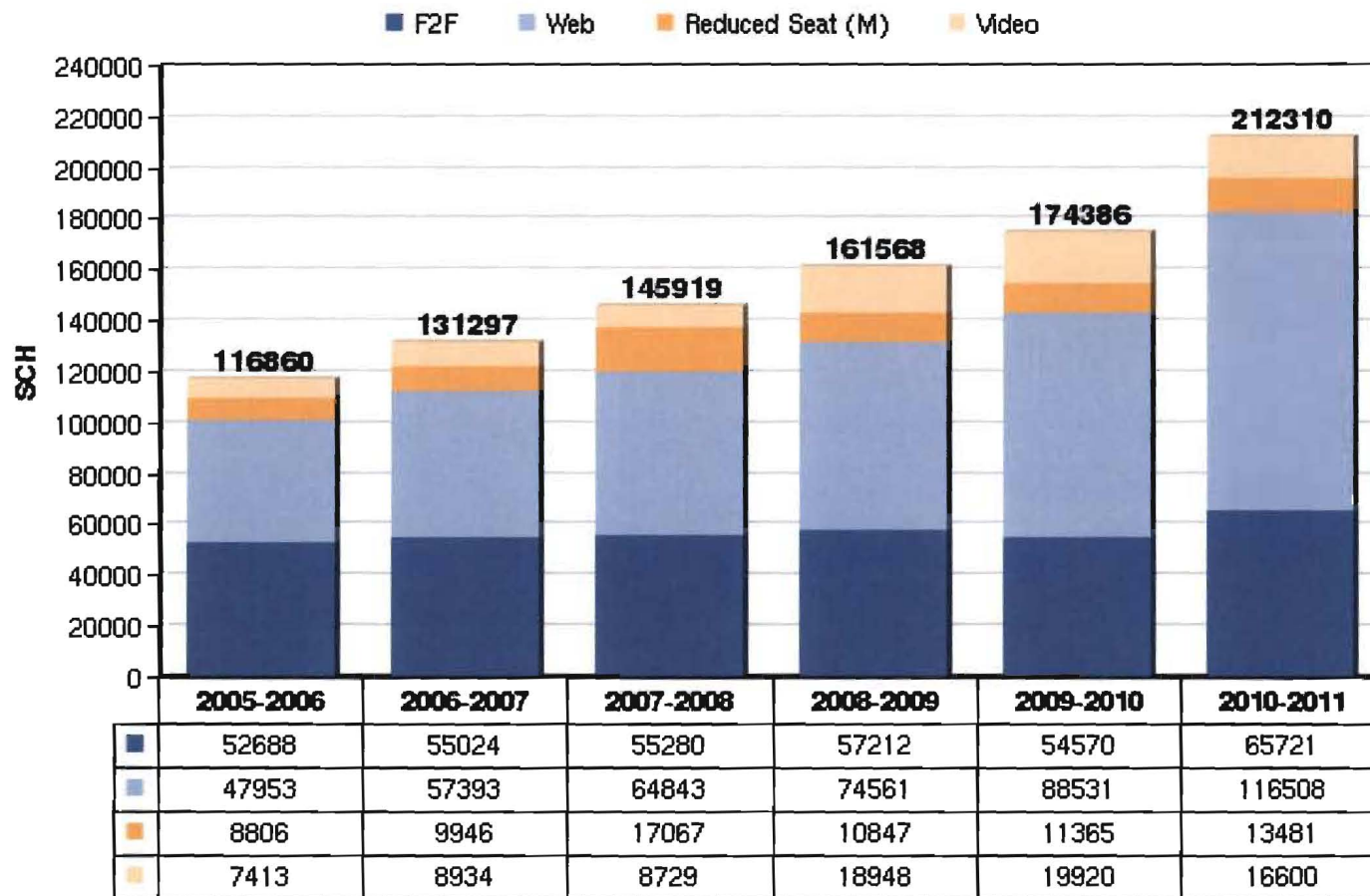
Contact us today to
tailor a program to
meet your needs.

Broader Impact

- Partnership between CDL and Regional Campuses extends far beyond Sloan grant
- Key strategic alignment in support of broader university mission

Regional Campuses = Blended Learning

Regional Campus SCH Growth by Modality



Source: Reporting Database Service (RDS) from Institutional Research. Created by CDL with permission.

Alignment with Regional Campuses

Academic Year	Fully Online		Blended	
	SCH	%	SCH	%
2002-03	22,801	27	5,711	7
2003-04	36,840	35	7,699	7
2004-05	33,690	35	7,159	7
2005-06	48,008	41	8,806	8
2006-07	57,393	44	9,946	8
2007-08	64,843	44	17,067	12
2008-09	74,561	46	10,847	7
2009-10	88,834	51	11,383	7
2010-11	116,508	55	13,481	6

2010-11 F2F = 31% SCH

UCF Blended Programs = Choice and Access

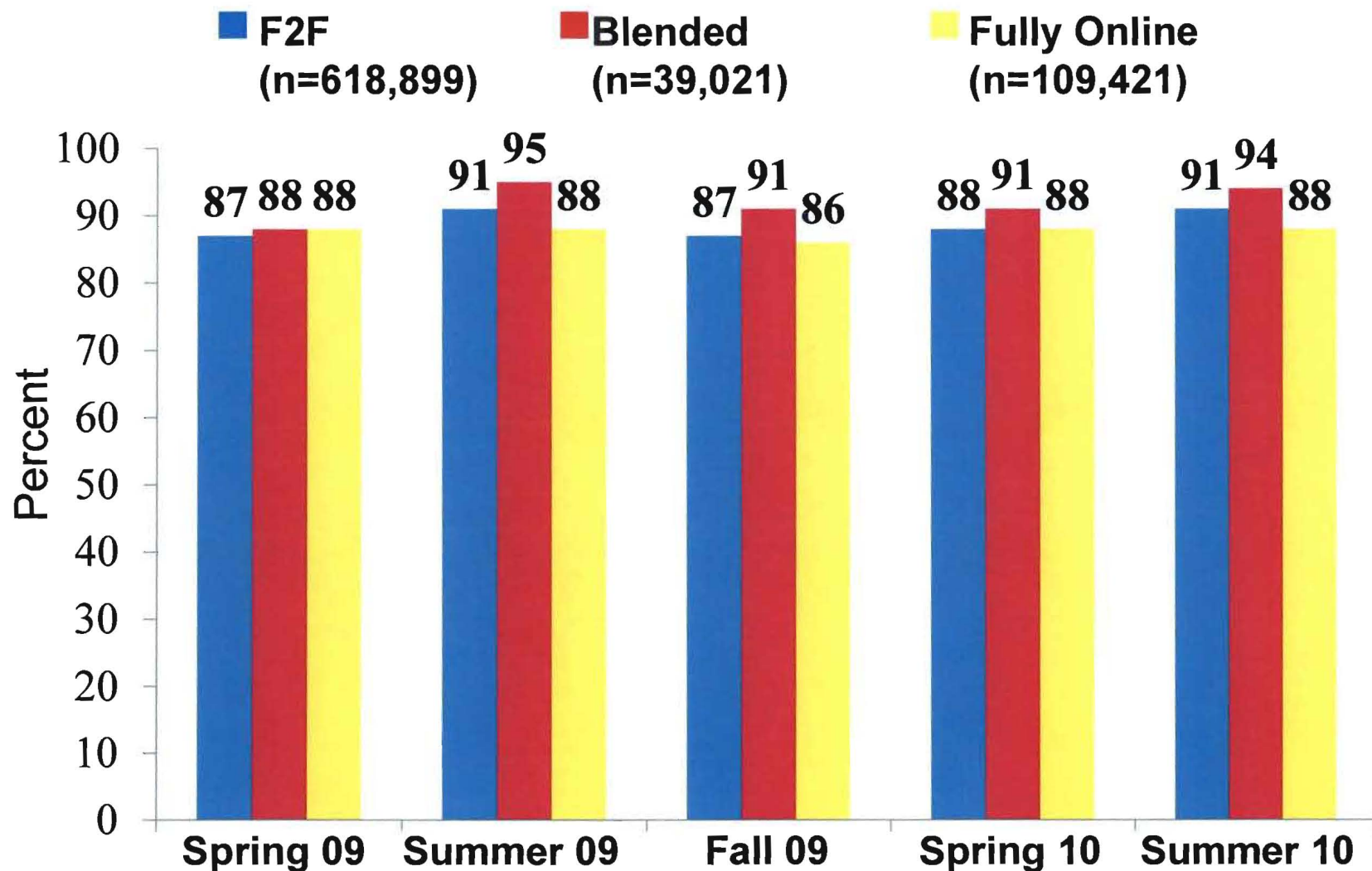
Fall 2010	
Total UCF students	56,129
Students in Face-to-Face (F2F)	49,510
Web OR Blended	23,741
F2F + Web	12,157
F2F + Blended	8,827
F2F + Web OR Blended	18,288
F2F + Web + Blended	2,696
Web Only	4,109 (Summer 2010: 6,459)

Course Evaluation Ratings

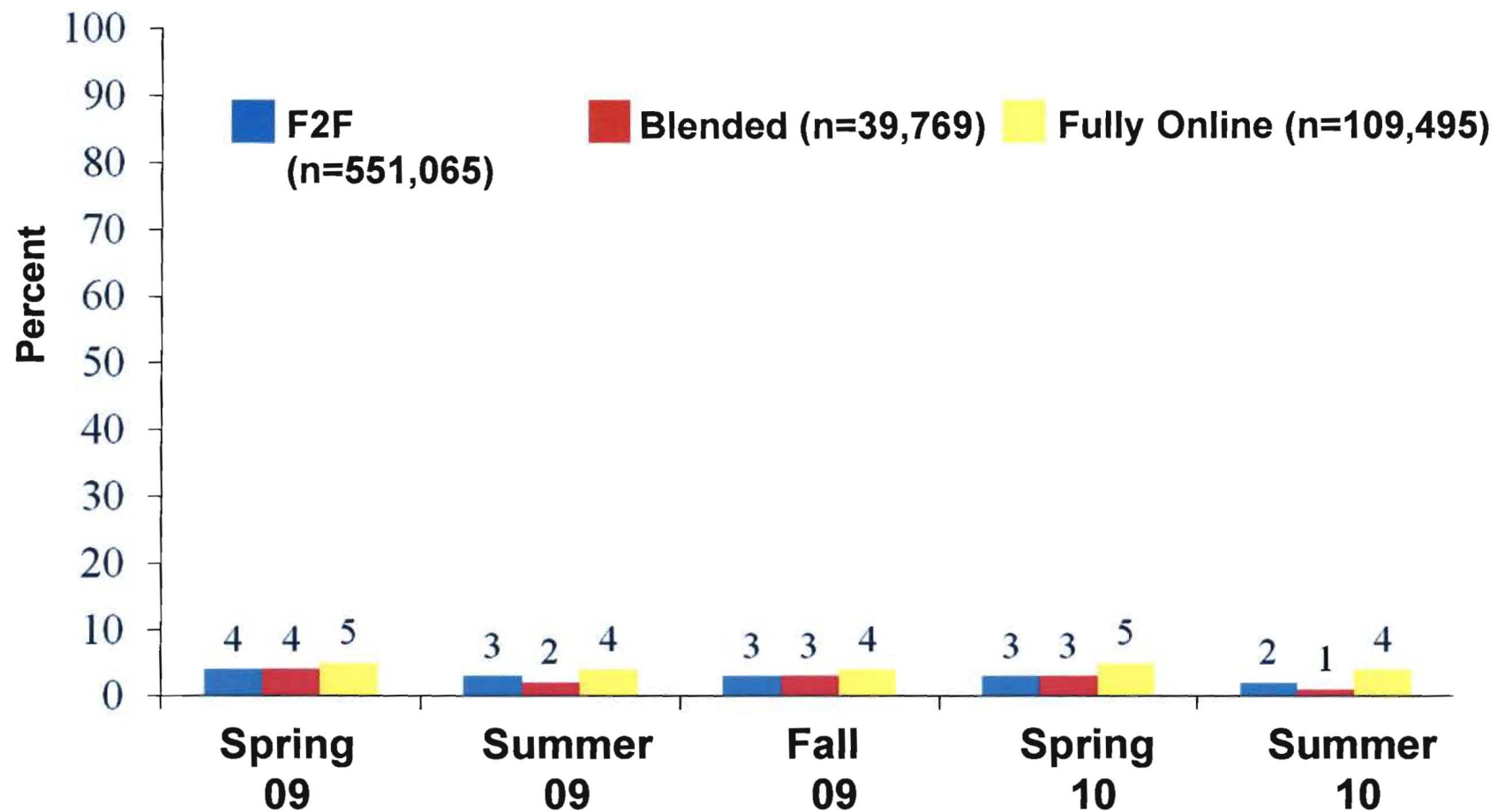
N = 672,185

Course Modality	% Overall “Excellent”
Blended	51.2%
Fully Online	48.3%
Face to Face	48.2%
Lecture Capture (with classroom)	43.4%
Lecture Capture (no classroom)	41.6%

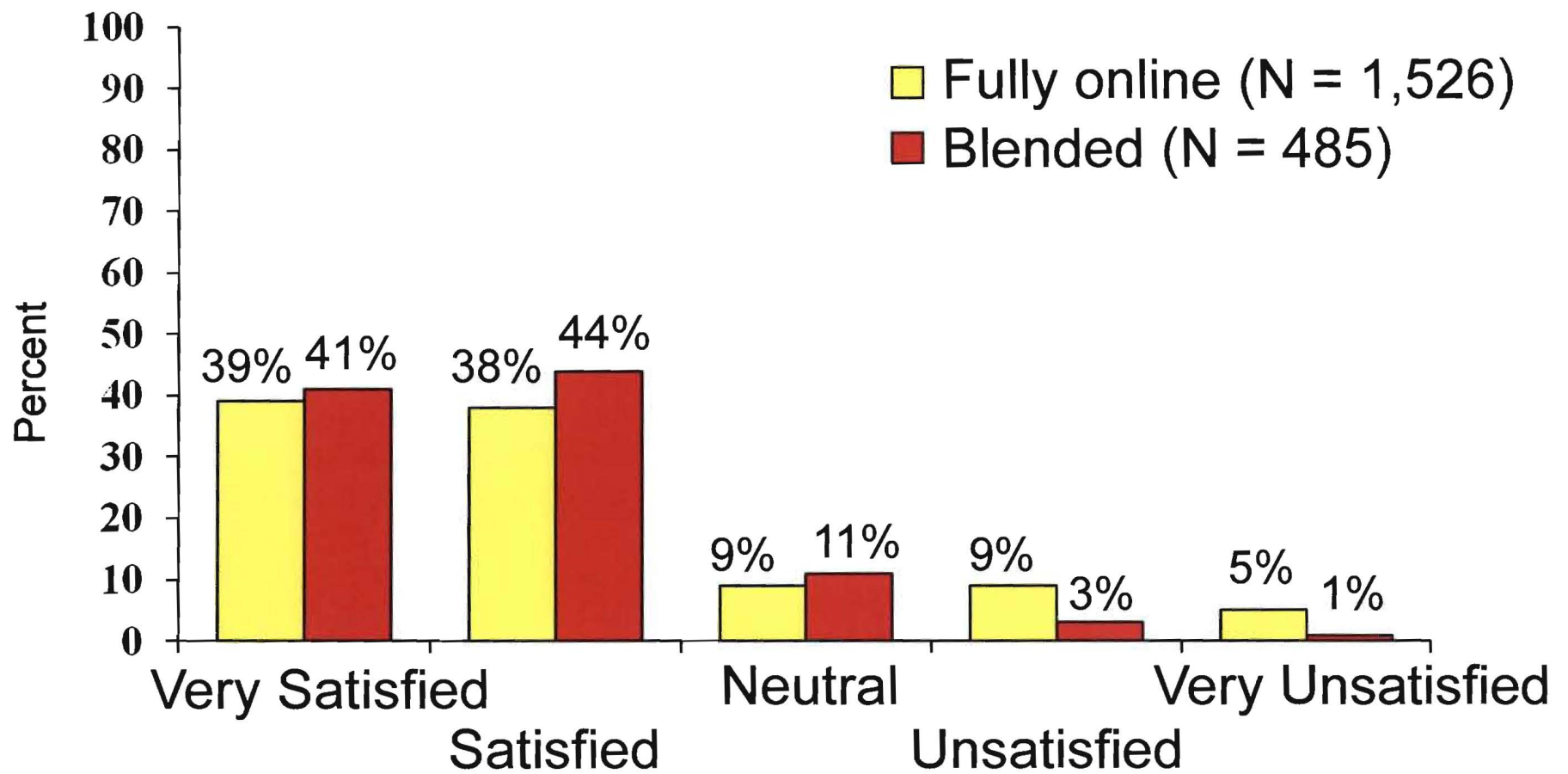
Student Success Rates by Modality



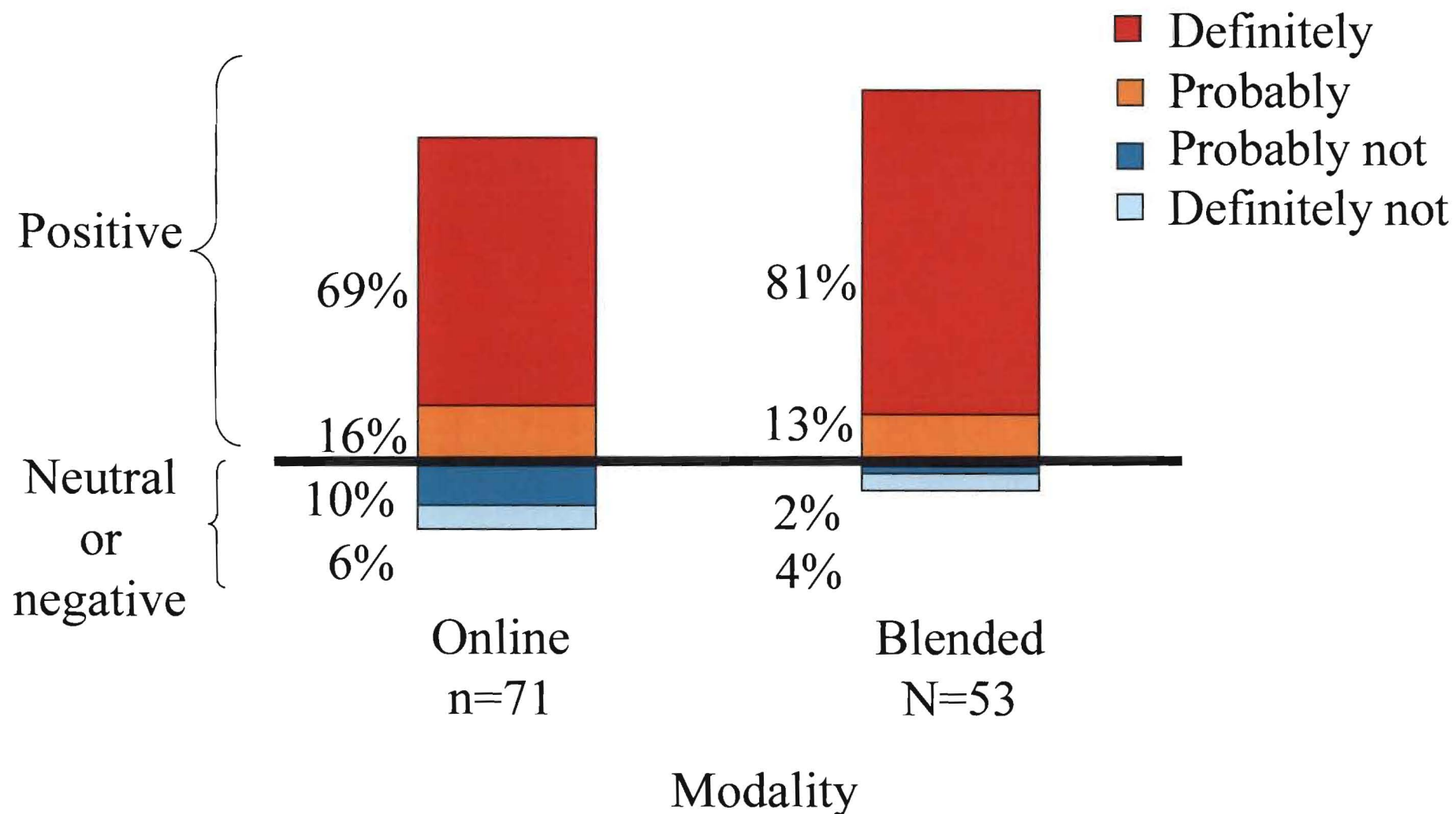
Withdrawal Rates by Modality



Student Satisfaction in Fully Online and Blended Courses



Faculty Willingness to Teach Web/Blended Courses in the Future



Poll Question and Q&A 1

- Does your institution differentiate between fully online and blended? Can you tell blended from “web-enhanced”?
- In general, how do you think your students would rate your online offerings? Your blended offerings?
- Questions?

THE NGLC PROJECT

Expanding Blended Learning Through Tools and
Campus Programs

A UCF/AASCU Project

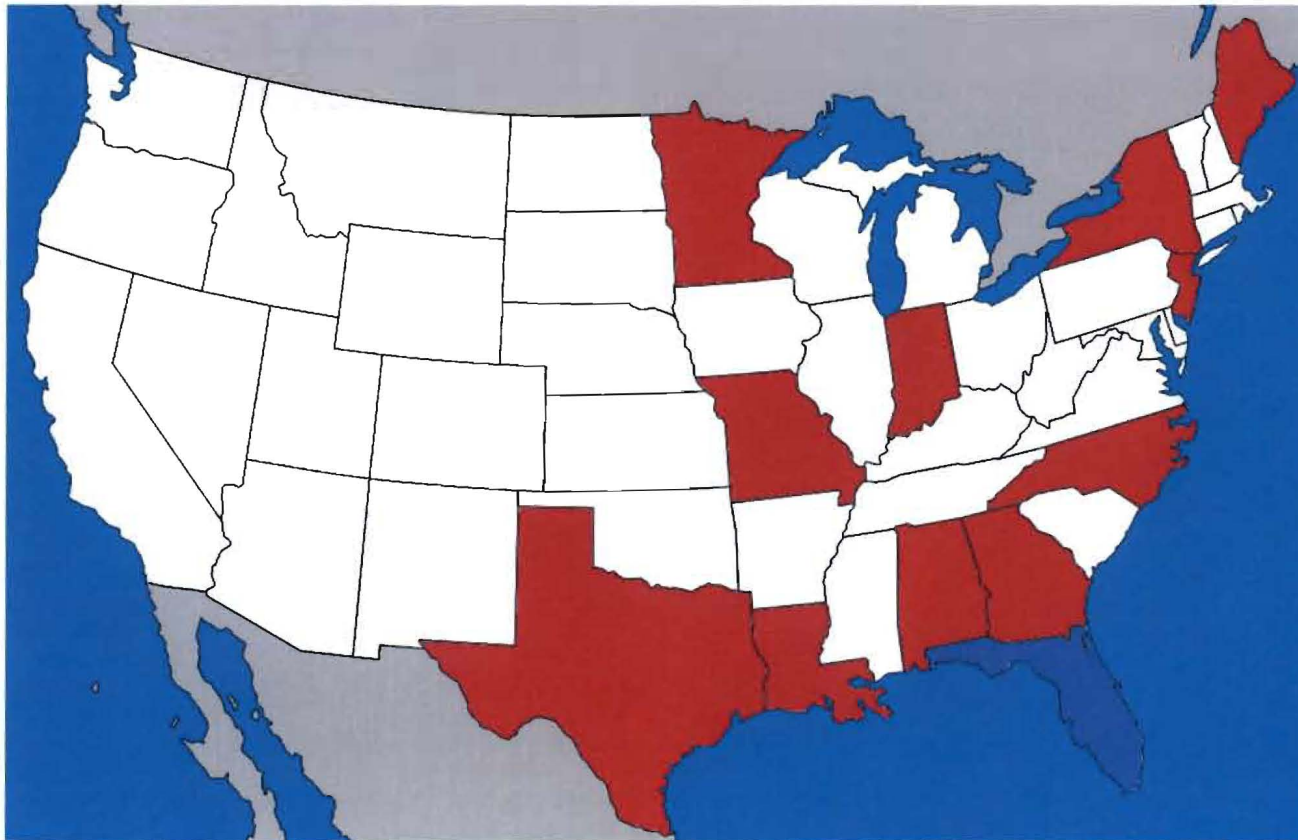
Project Overview

- Scale the proven UCF Blended Learning model via the national AASCU network of more than 420 institutions and systems
- Starting with 20 targeted schools selected for their alignment with NGLC objectives (under 26, low income)



Scale UCF Model of Blended Learning

- Across 20 AASCU institutions and 11 states



Partners

Individual Institutions	State Coordinating Institutions	State Participating Institutions
Columbus State University	<u>Missouri</u> Southeast Missouri State University	<ul style="list-style-type: none"> Harris-Stowe State University Lincoln University of Missouri Missouri Southern State University Missouri State University University of Missouri-St. Louis
Fayetteville State University		
Grambling State University		
Northwestern State University (LA)		
Indiana University Kokomo		
Texas A&M University-Corpus Christi	<u>Alabama</u>	<ul style="list-style-type: none"> University of North Alabama University of South Alabama
The College at Brockport, State University of New York	Troy University	
Thomas Edison State College	<u>Minnesota</u>	<ul style="list-style-type: none"> St. Cloud State University
University of Maine at Fort Kent	Winona State University	

Project Administration Team

- Principal Investigators

- Tom Cavanagh, UCF
- George Mehaffy, AASCU



- John Hammang, AASCU



- UCF:

- Linda Futch
- Patsy Moskal
- Chuck Dziuban
- Elizabeth Wardle
- Debbie Weaver
- Tammy Muhs
- Kelvin Thompson



Project Overview



- An open educational resource (OER) **Blended Learning Toolkit** containing:
 - Best practices, strategies, models, and course design principles.
 - Two OER prototype courses in Composition and Algebra.
 - Directions for applying the toolkit to create original blended courses.
 - Train-the-trainer materials.
 - Assessment and data collection protocols, including survey instruments and standards.

Project Overview



- Virtual and in-person workshops for participating institutions and others within the AASCU membership.
- Institutional support through existing AASCU meetings and conferences, which will align ongoing activities in technology and educational transformation with NGLC's goals.
- Clear access points for additional institution-funded blended courses, ensuring the toolkit materials are openly available.

Project Overview (key measures)

- 217 funded blended course sections across twenty project institutions: target delivery of at least 85% of those sections (185).
- Targeted low-income students under age 26 (with the total population across the participating institutions being 187,500).

NGLC Assessment Expectations

- **Outcome 1:** *Build a blended learning infrastructure across the network of participating AASCU member institutions.*
 - 1-a. Identify participating institutions, communicate requirements, and gather necessary data on courses, demographics, and assessment capabilities.
 - 1-b. Develop the Blended Learning Toolkit materials and resources (including strategies, blended models, resources, and assessment protocols).
 - 1-c. Package prototype courses in Composition and Algebra.
 - 1-d. Conduct Train-the-Trainer sessions.

NGLC Assessment Expectations

- **Outcome 2:** *Increased access to education via blended learning (20 AASCU member institutions; 185-217 funded individual courses) for low-income students under 26 years old.* This is the most **critical** outcome because it correlates directly to NGLC's stated priorities.
 - 2-a. Disseminate toolkit materials and prototype courses to state coordinating institutions and individual participating institutions.
 - 2-b. Implement courses across the AASCU network.
 - 2-c. Assess project success.

NGLC Assessment Expectations

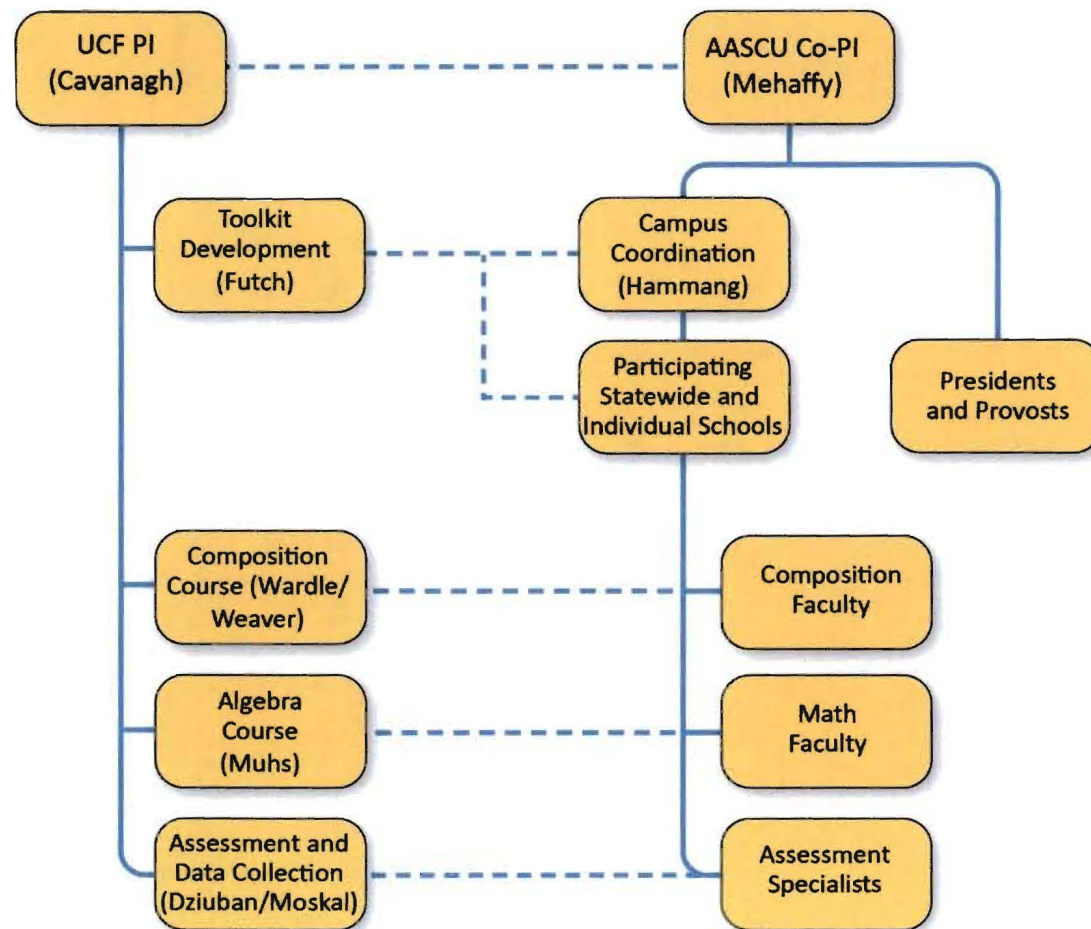
- **Outcome 3:** *Increased student success and increased student retention.*
 - This is a supplemental measure external to the grant requirements but very much consistent with NGLC's long-term goals. In order to support eventual increases in student success and student retention, we intend to build longitudinal data collection into the project design. This data will be collected during the grant period for later analysis and reporting.

Original Delivery Plan by Discipline

Discipline	Fall 2011	Winter/Spring 2012	Totals
Mathematics (Algebra) Sections	23	23	46
Mathematics (Other) Sections	8	8	16
English (Composition) Sections	48	38	86
English (Other) Sections	8	15	23
Miscellaneous Sections	25	21	46
TOTALS	112	105	217

Management Structure

UCF/AASCU Blended Learning Project Management Structure



Composition

- Coordinators: Elizabeth Wardle & Debbie Weaver
 - **English Composition I:** Expository writing with emphasis on effective communication/critical thinking. Emphasizes the writing process.
 - “Flexible Template” model
 - Prix Fixe or A la carte
 - 6-week online course for participating faculty to understand the blended format applied to the WAW curriculum.
 - Monthly webinars starting in Fall.

★ NGLC
Composition
Teacher Training

Training Overview
Week 1 - July 4-9
Week 2 - July 11-16
Week 3 - July 18-22
Week 4 - July 25-30
Week 5 - August 1-6
Week 6 - August 8-12
Resources
Discussion Board
Live Classroom
Training Facilitators

Teaching Module Template

Community Discourses
Academic Communities
How Do Readers Read
Writing Processes

Student User Guide



Training Overview



Training Overview

Training Description

Welcome to the online portion of faculty training for teaching, a mediated version of Composition using a "writing about writing" approach. The goal is for you to finish this training understanding the rationale for and the pedagogical benefits of the curriculum, the learning outcomes for students, and the tools and resources needed to successfully create your own assignments and activities in a "blended" (partially online and partially face-to-face) environment. The course consists of an introduction, weekly reading and discussion, and optional "webinar" style online synchronous discussions. Each week will consist of a "unit" or a "learning module" during which you will be asked to read material related to the course, post in the discussion board several times, and begin planning your own course. As we delve into course concepts, we can examine online "templates" we have created for various teaching "units" for the concepts and ideas we have been reading about together. You are free to use or adapt or completely re-create these "templates" according to your own needs, your program guidelines, and your personal expertise. All the materials presented are yours to use as they are or adapt to your own teaching style. They have largely been adapted from materials created by a number of teachers here at the University of Central Florida and by Debbie Weaver, one of your training facilitators.

If you complete the weekly readings, discussions, and exploration of the templates in the time frame outlined, you should finish the training with your own syllabus and templates for teaching the course yourself.



Training Schedule



My CourseSites

Resources

Teacher Training

Training Overview

Weekly Modules

Resources

Discussion Board

Live Classroom

Training Facilitators

Teaching Module Template

Student User Guide

COMPOSITION

Writing Processes and Practices

This unit looks at how people write. We will analyze and reflect about the actual writing process. What do you think about when you are asked to complete a writing assignment? Do you outline? Make multiple drafts? Listen to music? Surf the Internet? Are you aware of the habits and behaviors you encounter when you write? Do you think any of these approaches will make a difference in the final writing product?

As writers, we can acquire an awareness, as well as particular skills, which can improve our writing. Many students believe those who write well have a gift, a natural born talent. This just is not true. A few may have a gift, like a natural born athlete. But even the best of athletes need to practice their skills to rise to the top. So, this unit attempts to unveil the secret successes of good writing. There is not one formula for all writing and not every suggestion works for every person. Hopefully, you will gain a deeper insight into the process and acquire some skills that might work to improve your writing abilities.

We will read from contemporary writers and hear what they have to say about their writing processes. You will also develop a vocabulary to begin effectively talking about the writing process. Then, you will analyze your own strategies.

- All the readings and supplemental material for this unit are available in the text *Writing about Writing* by Elizabeth Wardle and Doug Downs.
- Suggested major writing assignments for this unit are available on pages 322-327 in *Writing about Writing*.
- All the outcomes from this unit are found in Chapter Two in *Writing about Writing*, pg. 173.



Algebra

- Coordinator: Tammy Muhs
 - **College Algebra:** Algebra skills: Inequalities, high degree polynomials, graphs, rational, logarithmic, and exponential functions, and systems of equations.
 - “Flexible Template” will allow for individualized customization.
 - One or more webinar sessions for participating faculty to understand the blended format applied to the modified emporium model of the Algebra curriculum.
 - Monthly webinars starting in Fall.

Assessment

- Coordinator: Patsy Moskal
- IRB consultation
- Assessment / Data Collection
 - Planned centralized online form
 - Student perception
 - Student success
 - Course retention/withdrawal

Project Team Website

- Central communications hub
 - Schedule
 - Contacts
 - Proposal documents
 - Meeting recordings archives
 - Discussions
 - Events



Blended Learning Toolkit Project

[Home](#) [News](#) [Events](#) [Forum](#) [Members](#) [Photos](#) [Files](#) [E-mail Archive](#)

About this group

Welcome to the project group page. Here we will keep an archive of project documentation, communicate important information/announcements, and engage in discussions around various topics.

Our project proposes to expand adoption of blended learning to twenty participating AASCU member institutions by developing and disseminating a "Blended Learning Toolkit" based upon the proven best practices that have been successfully implemented by the University of Central Florida. Included in this toolkit will be strategies for blended course design and delivery, open educational resource blended course models in Composition and Algebra, assessment and data collection protocols, and "train-the-trainer" materials and workshops. The American Association of State Colleges and Universities has recruited the twenty collaborating institutions and will use AASCU networks and conferences to work with these institutions on blended learning implementation, while at the same time widely distributing the toolkit and course models to its 420 member institutions and systems.

[✉ Contact the manager of this GroupSpaces group](#)

Category: [Other](#)

Networks: University of Central Florida

This group is for members only.

[Update this profile](#)

News & Announcements

✉ NGLC Blended Learning Project Status Meeting

E-mail newsletter sent by [Thomas Cavanagh](#), Thursday, June 9th, 2011 @ 9:37am

(Re-sending as a reminder about tomorrow's meeting. Please note the time zone: EDT.)

Dear Colleagues,

By now you should have received an official invitation to participate in our upcoming NGLC Blended Learning project status webinar. The online meeting will be held on 6/10/11, from 11 a.m. to 12 p.m. EDT. The link to access the meeting is: <http://ucf.adobeconnect.com/status1/>

Please feel free to share this link with anyone associated with the project. It is open and requires no password. Because our online meeting room is limited to 100 participants, we strongly encourage participants from the same campus to access the meeting from a single computer whenever possible. As before, you will need speakers to hear the presenter audio. There will NOT be a separate telephone bridge. Also, as before, we will record the session for those unable to attend the live event.

During our discussion, we will share the current project status, with emphasis on the following topics:



You are a member of this group

[✉ Edit Membership](#)



Create a site like this for your own group.

[Take a Tour](#) or [Sign Up](#)

Project Status Webinar (June 2011)

Tomorrow, June 10th, 2011 at 11am - 12pm

Events

June 2011

Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

Mark the date:
May 1,
2011

J.P.Morgan

Intellectual Property

- Creative Commons
 - Attribution-NonCommercial-ShareAlike license (CC BY-NC-SA)



- **NOTE:** Project materials produced by UCF/AASCU with NGLC funding will be “open.” However, the courses produced at each individual campus will be bound by their own institutional IP policies.

Blended Learning Toolkit

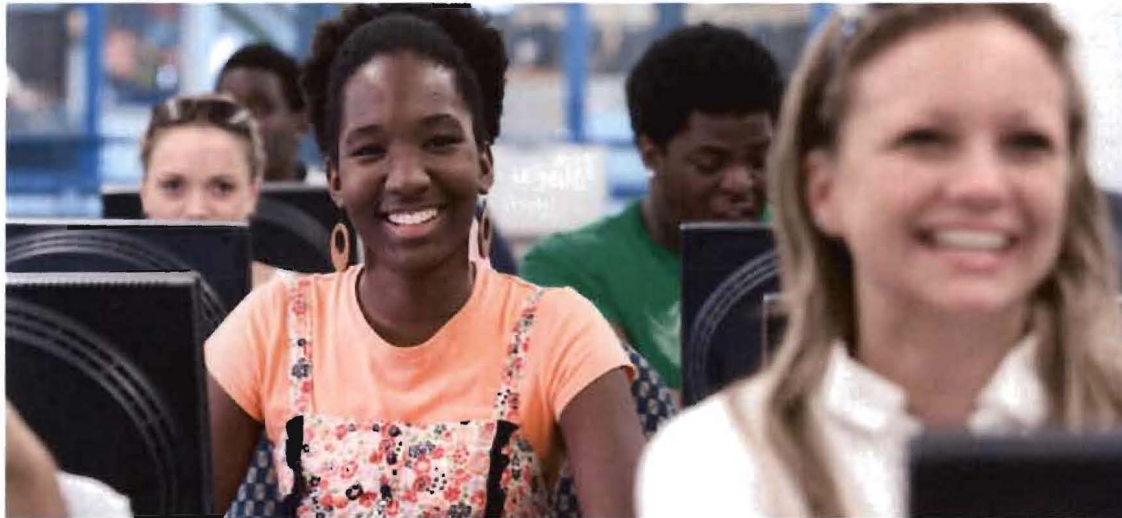
Now available: www.blendedlearningtoolkit.org



BLENDEDLEARNINGTOOLKIT



BLENDED LEARNING TOOLKIT

[MORNING BLEND](#)[PROCESS](#)[MODEL COURSES](#)[EFFECTIVE PRACTICES](#)[EVALUATION RESOURCES](#)[FACULTY DEVELOPMENT](#)[RESEARCH](#)[ABOUT](#)

WELCOME!

This Blended Learning Toolkit is a free, open resource for educational institutions interested in developing or expanding their blended learning initiatives.



MORNING BLEND

Welcome to the Morning Blend

Jul 5, 2011 • [No Comments](#)

By Thomas Cavanagh (Assistant Vice President, Distributed Learning, University of Central Florida) Welcome to the Morning Blend, our occasional blog dedicated to exploring the many facets of blended learning. As time goes on, we hope to use this space to create a forum for ideas related to blended learning from the leading thinkers—both domestic and... [Continue reading Welcome to the Morning Blend >>](#)



Using The Toolkit

Based upon proven research and informed by practical experience, this Blended Learning Toolkit will offer guidance, examples,



Student Success Strategies

The following student success strategies are derived from Central Florida, University of Wisconsin-Milwaukee, and other institutions.

Getting Started

Use a button, link or announcement to give students an obvious place to start in the online portion of your course. You should include:

- Location of the syllabus
- Support materials including how to get help
- How the online course is organized and the sequence of your learning activities

Syllabus

Your syllabus needs to be modified for the blended format. Some items to consider are:

- Provide an expanded description of the course along with the catalog description
- Describe your blended format and rationale for using it
- Cover the extended work period expected at home that results from reduced classroom hours
- Cover your expectation of students such as an expectation to complete the reading assignments prior to class because you will be expanding on the content rather than covering the reading
- Describe the relationship between the face-to-face classroom and online activities
- Provide a printer-friendly schedule that includes assignments and due dates

Design and Delivery Principles

Student Success Strategies

UCF's Teaching Online Pedagogical Repository (TOPR)

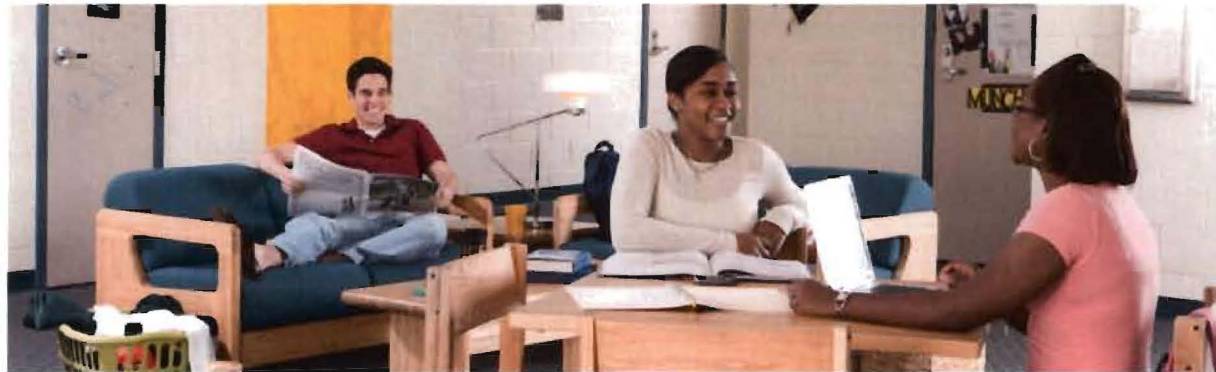
University of
College.

Effective Practices

- [Design and Delivery Principles](#)
- [Student Success Strategies](#)
- [UCF's Teaching Online Pedagogical Repository](#)



BLENDED LEARNING TOOLKIT

[MORNING BLEND](#)[PROCESS](#)[MODEL COURSES](#)[EFFECTIVE PRACTICES](#)[EVALUATION RESOURCES](#)[FACULTY DEVELOPMENT](#)[RESEARCH](#)[ABOUT](#)

Recent Posts:

- [Welcome to the Morning Blend](#)

Recent Comments:

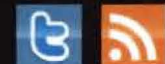
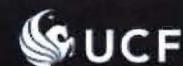
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The Blended Learning Toolkit was prepared by the University of Central Florida (UCF) and the American Association of State Colleges and Universities (AASCU) with funding from the Next Generation Learning Challenges (NGLC). It is provided as an open educational resource under a Creative Commons Attribution-NonCommercial-ShareAlike license.



BlendKit2011

- Designed and facilitated by Kelvin Thompson
- Generic instruction on blended course design and delivery
- 5 week Quasi-MOOC (facilitated for grant)
- Began 7/11/11
- To register: http://bit.ly/blendkit2011_registration
- “Home Base”: <http://bit.ly/blendkit2011>
 - Also accessible via the Blended Learning Toolkit under Faculty Development



BlendKit Course: Schedule

[Course Home](#) | [Schedule](#) | [Learning Activities](#) | [DIY Tasks](#) | [Readings](#) | [Blogging](#) | [Real Time Sessions/Archive](#)

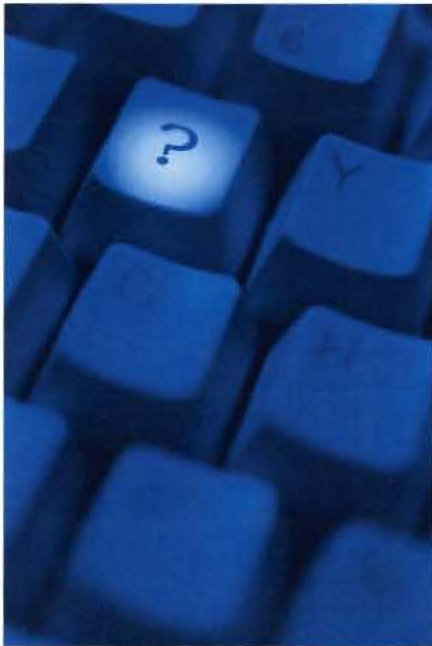
The following Schedule is suggested as a guide for individuals or groups wishing to work through the BlendKit course materials on their own. Specific dates will appear in the Schedule for all facilitated open online course offerings.

Week	Topic	Focus Question	Do-it-Yourself Project Deliverables	Real Time Sessions
01 (7/11 – 7/18) Mon – Mon	Understanding Blended Learning Week 01 Readings Week 01 Activities	What will <i>my blend</i> be? Blog It	Course Blueprint Mix Map	7/18 11am (EST)
02 (7/18 – 7/25) Mon – Mon	Blended Interactions Week 02 Readings Week 02 Activities	How and when will students and I interact? Blog It	Draft Schedule, Syllabus, and Protocols Module Interaction Worksheet	7/25 11am (EST)
03 (7/25 – 8/1) Mon – Mon	Blended Assessments of Learning Week 03 Readings Week 03 Activities	How will I determine students are learning? Blog It	Revised Course Blueprint Revised Syllabus Assignment Instructions Configure Online Quiz Settings	8/1 11am (EST)
04 (8/1 – 8/8) Mon – Mon	Blended Content & Assignments Week 04 Readings Week 04 Activities	How and when will I introduce and collect student work? Blog It	Module / Assignment Pages	8/8 11am (EST)

Project Milestones

Milestone	Proposed Deadline
✦ Project website	May 20, 2011
✦ Toolkit website	July 1, 2011
Centralized online assessment form	August 31, 2011
✦ Composition course template	July 1, 2011
✦ Composition train-the-trainer	July 1 - August 8, 2011
✦ Algebra course template	July 1, 2011
✦ Webinars/Training	July 7 & August 4
✦ General Blended Learning Training	July 11 - August 15, 2011
IRB requirements at institutions	Ongoing
Project status updates	Monthly
General project webinars	Monthly
Functional team webinars	Monthly

Questions?



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12