Exploring Flexible Learning

A UConn Faculty Development Course

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Opening Poll Question: Which best describes your experience with Quality Matters?

A. Beginner
B. Intermediate
C. Extensive

Objectives:

1. Recognize how QM Standards can be introduced, modeled, and applied in a faculty develop course.

2. Identify constraints and parameters of faculty development at your institution.

3. Choose one element of the UConn faculty development course that could be applied at your institution.
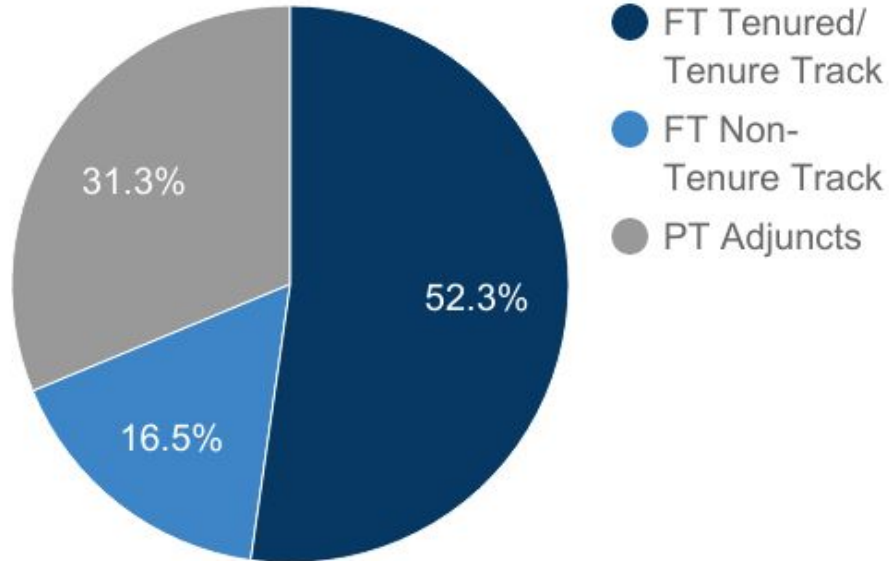
Background - UConn CETL

Background - UConn Faculty

- Research I Institution
- Unionized Faculty (2,208)

Pie chart legend:
- FT Tenured/Tenure Track — 52.3%
- FT Non-Tenure Track — 16.5%
- PT Adjuncts — 31.3%

Background - UConn Students

- Total Student Enrollment = 32,027
- Main Campus
- Four Regional Campuses
- Law School
- Health Center

26.2%

73.8%

Undergraduate   Graduate
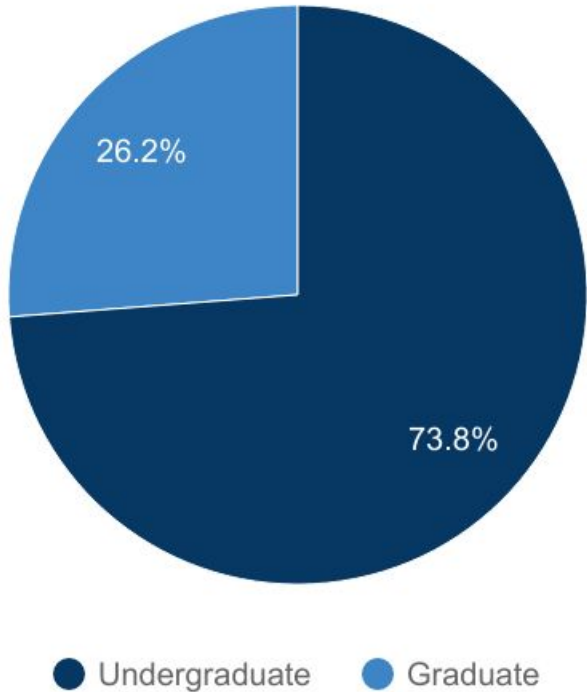
UConn Modes of Instruction Definitions

In Person - _all_ required contact hours occur during regularly scheduled face-to-face class meeting times.

Hybrid/Blended - online contact displaces _some_ portion of the required contact hours that would normally take place in a scheduled face-to-face course.

Online - _all_ required contact hours are internet-based.

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UConn Hybrid/Blended Courses per Semester
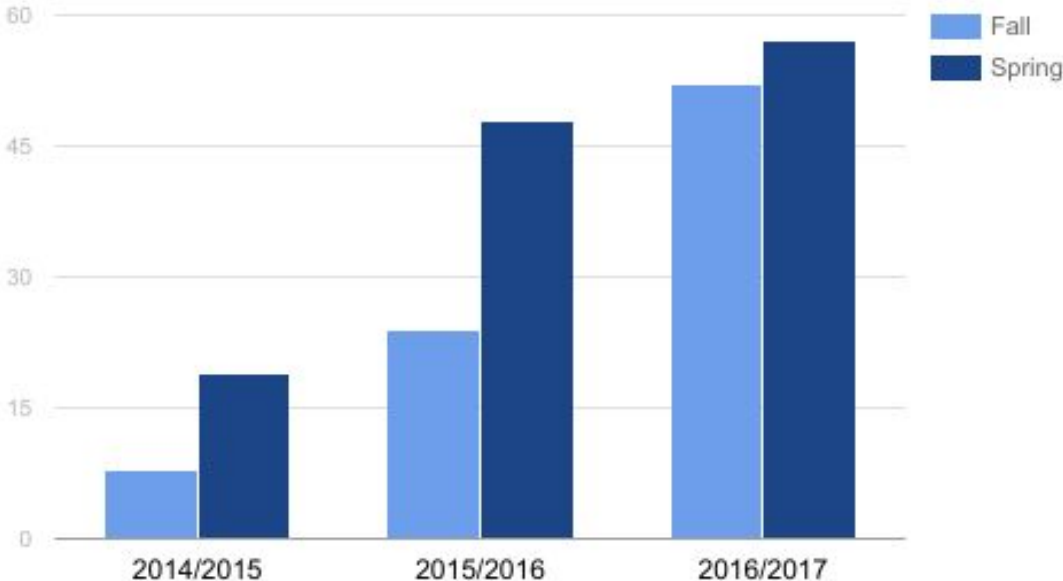
Poll Question: Have you seen an increase in hybrid/blended courses at your institution?

A. Yes
B. No
C. I don't know

Project Parameters
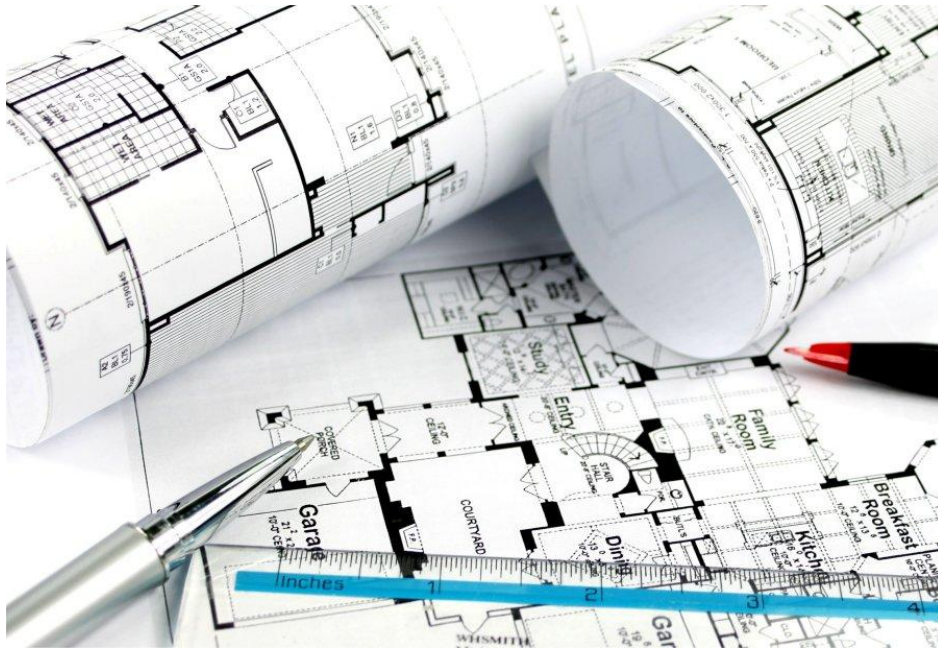
- Model best practices
  - Design
  - Facilitation
- Create authentic experience
- Promote peer interaction
- Enable do-it-yourself model
- Introduce QM standards
- Fit faculty's hectic schedules
- Maintain 5:1 ratio
- Ensure classroom availability

Poll Question: What constraints do you face with faculty development at your institution?

Pilot - Objectives

By the end of the course, participants should be able to:

1. Describe the benefits and challenges of flipped and hybrid/blended course delivery.
2. Use a course design plan to design a hybrid/blended or flipped course with aligned course components. **QM**
3. Identify personnel and resources needed to develop materials for use in a hybrid/blended or flipped courses. **QM**
4. Identify components of a teaching action plan for the facilitation of a hybrid/blended or flipped course.
5. Identify strategies to assess the effectiveness of a hybrid/blended or flipped course. **QM**
6. Build a learning module in HuskyCT (LMS) from a course design plan. **QM**

Pilot Design - Alignment

- Used [Course Design Plan](#)

- Planned Alignment **QM**
  - Standard 2.1
  - Standard 2.2
  - Standard 3.1
  - Standard 4.1
  - Standard 5.1
  - Standard 6.1

Pilot Design - Structure
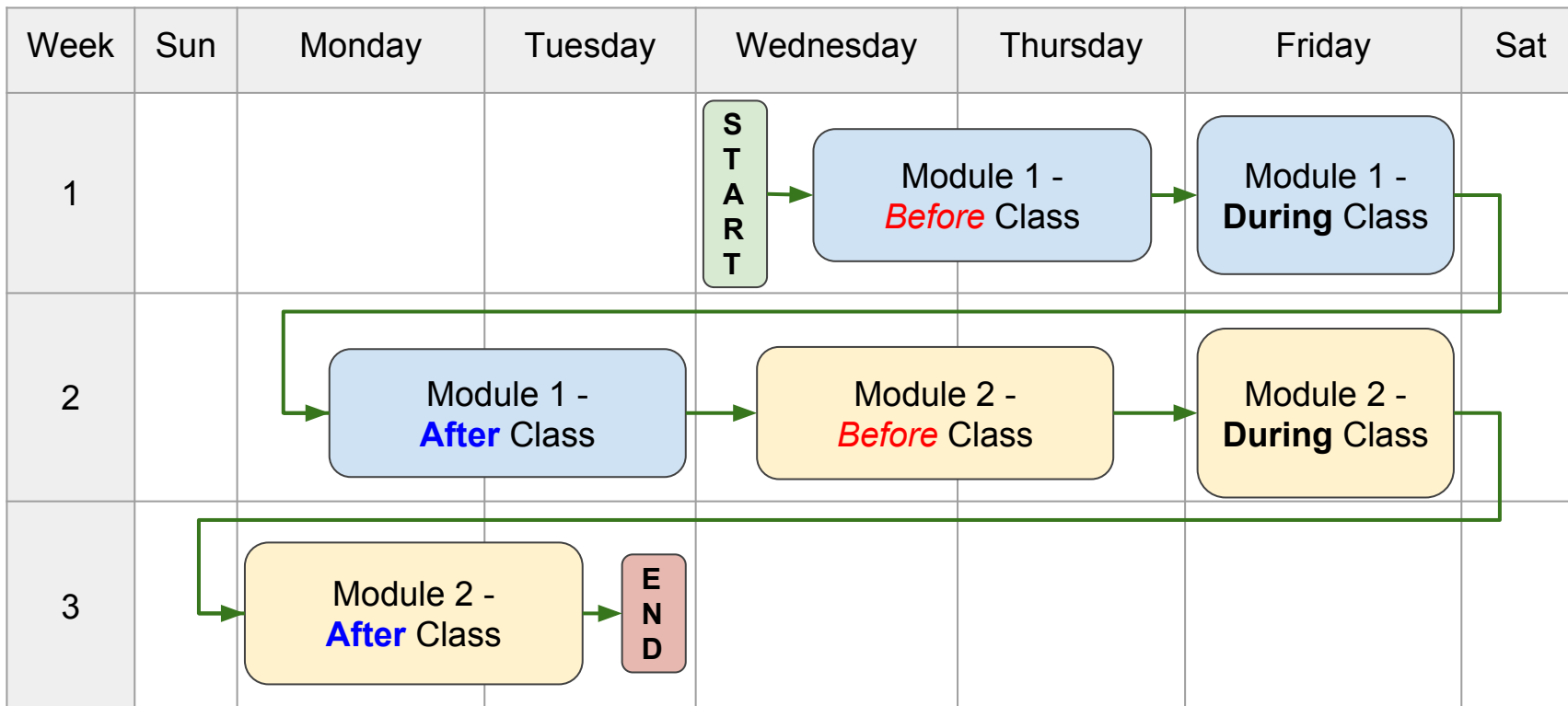
Week	Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
1				START → Module 1 - *Before* Class		Module 1 - **During** Class	
2		Module 1 - **After** Class		Module 2 - *Before* Class		Module 2 - **During** Class	
3		Module 2 - **After** Class → END					

Home

Fall 2016

Exploring Hybrid/Blended and Flipped Learning
A UCONN CETL Short Course for Faculty

Getting Started

To get started, complete the **Course Orientation** located in the left main menu.

Left Menu:
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- UConn Email
- My Grades

COURSE MANAGEMENT

- Control Panel

Inset Menu:
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Project Design - Quality Matters

Module 1: *[Enter Title]*

Schedule/pacing:

Module Objectives	Assessments	Instructional Materials	Learning Activities	Tools	Aligning Course Objective(s)
What will students be able to do by the end of this module? *QM Standard 2.2: The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.*	*How will students confirm their knowledge or skill?* *QM Standard 3.1: The assessments measure the stated learning objectives.*	*What materials and resources will students use?* *QM Standard 4.1: The instructional materials contribute to the achievement of the stated learning objectives.*	*What activities will learners engage in to be successful? When will learning activities be completed? Before, During or After F2F session?* *QM Standard 5.1: The learning activities promote the achievement of the stated learning objectives.*	*What tools will be used to support assessments, instructional materials and learning activities? They may be internal or external to LMS.* *QM Standard 6.1: The tools used in the course support the learning objectives.*	*Enter # from page 1.* *QM Standard 2.1: The course learning objectives describe outcomes that are measurable.*
EXAMPLE *Discuss which instructional approach would work best for your specific course.*	*Discussion - which instructional approach would work for your specific course and why?*	*Required Articles:* *University Modes of Instruction Definitions; What is Blended Learning? Benefits of Blended Learning; 7 Things you should know about Flipped classrooms*	*BEFORE - Read required articles* *BEFORE - Participate in M1 discussion.*	*LMS Discussion tool, Adobe Reader*	*1*

Poll Question: Share ways you teach, or might teach, QM standards to your faculty.

Pilot Results - 7 participants; 3 staff

- Three (3) participants earned completes by meeting all six learning objectives.
  - Each spent 4-16 hours total on course
  - Each strongly agreed or agreed
    - Objectives were clear
    - Material was satisfying
    - Instructor interactaction and responsiveness satisfying
    - Student interaction satisfying*

- Four (4) earned incompletes
  - 3 of 4 submitted most, but not all, activities
  - 4 of 4 attended class #1; 3 of 4 attended class #2
  - Did not have time to complete course

- Three (3) staff (2 IDs, 1 EdTech)

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Write Your Course Objectives

Prompt: What do you want your students to be able to DO by the end of your course?

• Objective Reminders:
  ○ Student-Centered
  ○ Measurable
  ○ Cognitive Domain - use Bloom's Taxonomy

*One selected neither agree or disagree

Pilot Results - What Worked and Didn't Work

What Worked:

- Structure and Design
- Hands-on Sessions
- Facilitation

What Did Not Work:

- Time Constraints
- Learner Needs vs. Wants

Re-Design - Objectives

By the end of the course, participants should be able to:

1. *Distinguish between hybrid/blended and flipped course delivery.*
2. Describe the benefits and challenges of flipped and hybrid/blended course delivery.
3. Use a course design plan to design a hybrid/blended or flipped course with aligned course components. **QM**
4. Identify personnel and resources needed to develop materials for use in a hybrid/blended or flipped courses. **QM**
5. ~~Identify components of a teaching action plan for the facilitation of a hybrid/blended or flipped course.~~
6. ~~Identify strategies to assess the effectiveness of a hybrid/blended or flipped course.~~ **QM**
7. Build a learning module in HuskyCT (LMS) from a course design plan. **QM**

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Re-Design - Alignment

- Used [Course Re-Design Plan](#)

- Planned Alignment **QM**
  - Standard 2.1
  - Standard 2.2
  - Standard 3.1
  - Standard 4.1
  - Standard 5.1
  - Standard 6.1

Results of Re-Design

Participants:

- 9 Enrolled, 5 Participated, 2 Completed
- Material & Interactions were satisfying
- Experience was useful

Facilitator Perceptions:

- Schedule conflicts limit participation
- Quality of work was much better

Closing Poll Question: What elements of our faculty development course might you use at your institution?