Exploring Flexible Learning

A UConn Faculty Development Course

Jennifer Parker & Cathy Healy
Instructional Designers
Center for Excellence in Teaching and Learning (CETL)
University of Connecticut
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

center for excellence in TEACHING & LEARNING
Background - UConn Faculty

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

- FT Tenured/Tenure Track
- FT Non-Tenure Track
- PT Adjuncts

- 52.3%
- 31.3%
- 16.5%
Background - UConn Students

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

26.2% Undergraduate
73.8% 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.
UConn Hybrid/Blended Courses per Semester

- 2014/2015: Fall 5, Spring 10
- 2015/2016: Fall 15, Spring 45
- 2016/2017: Fall 30, Spring 60

Legend:
- Blue: Fall
- Dark Blue: Spring
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

<table>
<thead>
<tr>
<th>Week</th>
<th>Sun</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>🔄 START 🔄</td>
<td>🔄 Module 1 - <em>Before Class</em> 🔄</td>
<td>🔄 Module 1 - <em>During Class</em> 🔄</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>🔄 Module 1 - <em>After Class</em> 🔄</td>
<td>🔄 Module 2 - <em>Before Class</em> 🔄</td>
<td>🔄 Module 2 - <em>During Class</em> 🔄</td>
<td>🔄 Module 2 - <em>After Class</em> 🔄</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>🔄 Module 2 - <em>After Class</em> 🔄</td>
<td>🔄 END 🔄</td>
<td>🔄 Module 1 - <em>Before Class</em> 🔄</td>
<td>🔄 Module 1 - <em>During Class</em> 🔄</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
# Project Design - Quality Matters

## Module 1: [Enter Title]

### Schedule/pacing:

<table>
<thead>
<tr>
<th>Module Objectives</th>
<th>Assessments</th>
<th>Instructional Materials</th>
<th>Learning Activities</th>
<th>Tools</th>
<th>Aligning Course Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students be able to do by the end of this module?</td>
<td>How will students confirm their knowledge or skill?</td>
<td>What materials and resources will students use?</td>
<td>What activities will learners engage in to be successful? When will learning activities be completed? Before, During or After F2F session?</td>
<td>What tools will be used to support assessments, instructional materials and learning activities? They may be internal or external to LMS.</td>
<td>Enter # from page 1. QM Standard 2.1: The course learning objectives describe outcomes that are measurable.</td>
</tr>
</tbody>
</table>

**QM Standard 2.2:** The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.

**QM Standard 3.1:** The assessments measure the stated learning objectives.

**QM Standard 4.1:** The instructional materials contribute to the achievement of the stated learning objectives.

**QM Standard 5.1:** The learning activities promote the achievement of the stated learning objectives.

**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 interaction 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)

*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*
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?