ELI Webinar Abbreviated Participant Chat Transcript

Blended Learning in a Liberal Arts College Setting

June 2, 2014: 1:00 p.m. ET (UTC-4; 12:00 p.m. CT, 11:00 a.m. MT, 10:00 a.m. PT)

Participant Chat:

Kyle Johnson (Chaminade Univ): (13:07) We are supporting blended courses, but it's a pretty small number. We struggle with academic council feeling like blended courses need to be approved with a significantly higher standard for review than standard face to face courses. That has stalled things, and I wonder about strategies to deal with that.

Elise Braden: (13:09) Performance probably influenced by "quality" of blended classroom design.

Kyle Johnson (Chaminade Univ): (13:14) How self paced can the outside the classroom activities really be given that at some point everything has to sync back up for classroom time?

Elizabeth Hodas - HMC: (13:14) Could we get a link to the original study?

Veronica Diaz: (13:14) did any faculty choose to reduce seat time? or did they all elect to do a web-enhanced course

Veronica Diaz: (13:18) how are you all defining blended learning? I'm curious


Kyle Johnson (Chaminade Univ): (13:20) We used a percentage of time model. So less than 50% online is considered blended, and we specifically reduce the classroom time. It's a brute force metric, but it is easy to measure.

Veronica Diaz: (13:20) other definitions: http://www.ctl.ualberta.ca/instructional-resources/blended-learning

Emily Gravett: (13:20) Why was the feedback component included in the study? (maybe I missed it)

Elise Braden: (13:20) We don't use an official LMS, so my materials are posted online in my own website. It's difficult to provide feedback except through F2F and email.

Cia DeMartino: (13:20) @ Kyle, ours is similar; thought 26-75% of the course is online

Kyle Johnson (Chaminade Univ): (13:22) Ours stops at 50% because apparently WASC (our accrediting body) says that more than 50% is considered online, and if too many courses is a program meet that definition we have to get the program approved for online delivery.
Timothy Belloff Arcadia University: (13:22) We use a ratio of hours with online and F2F (kinda like 60% online and 40% F2F)

Kyle Johnson (Chaminade Univ): (13:22) And I see I have a typing stutter this morning. '-)

Mark H - UST: (13:23) We tend to look at it form a seat time perspective due to concerns for accreditation requirements, similar to what others are saying

DePauw University: (13:29) Which departments participated the most?

Elise Braden: (13:32) Were faculty members' training in online course design a factor in students' feedback?

Rob Gearhart, Ithaca College: (13:33) You asked students opinion. what about outcomes or what faculty perceived?

Elise Braden: (13:33) Personally, I can really tell if a faculty member has been formally trained. Course structure, tasks, etc., are quite different.

AJensen, TX State: (13:33) Were there differences in terms of class i.e., did first year students find blended as helpful as upper classes?

Cia DeMartino: (13:34) iii) Did you just look at final grades or also midterm/final grades, project grades?

Emily Gravett: (13:40) how is this conception of BL different than JiTT?

Rob Gearhart, Ithaca College: (13:42) were there any examples of courses that did reduce F2F class time?

Rob Gearhart, Ithaca College: (13:43) In a way, this is more of an example of what some are defining as a "flipped" class.

Furman University: (13:48) Jennifer, what strategies have you found to be useful in reducing startup costs. Producing course materials as a team? Stipends? Finding resources that others have produced?

Elise Braden: (13:49) Creating or incorporating Open Educational Resources (OER), reusable elements, can really help.

Elise Braden: (13:50) And all the various TED-produced pieces.

Donna Liss - Truman State Univ: (13:50) How does this blended definition line up with accreditation agencies?

Cia DeMartino: (13:51) When will you publish your findings? There is very little rigorous research on blended in Liberal Arts schools.

Veronica Diaz: (13:53) Please take a moment to complete our short evaluation>>
Skidmore College: (13:56) Is there a potential role that interdisciplinary teaching and research centers can play and facilitate in gathering more feedback about future blended learning initiatives at Bryn Mawr and within LACOL?