EDUCAUSE on Campus

What is EDUCAUSE on Campus? Using EDUCAUSE resources—video, readings, and discussion guides—you can create programs and completely design local professional development events. Combined with the EDUCAUSE Event Planning Kit, containing resources to plan your meeting and facilitate discussions, you can bring innovative ideas and thought leadership from across higher ed IT to your faculty and staff in an easy, cost-effective fashion. This document will take you through the basic steps to prepare and customize the content for your program.

Step One: Decide Purpose and Length of Event

The first question to ask yourself or your event team is, What is the purpose of this program? Is it to get a diverse group together to build a team while learning more about a specific topic? Do you plan to develop a more intense, assignment-driven experience on a highly focused topic for your attendees? Or do you want a fun, full-of-activity escape from daily work where you can learn more about a broad topic? Knowing the demographic of the people you are working with will be crucial here. That will influence your determination of what you intend to accomplish with your program. Once you have that question answered, you can move on to the next step.

Step Two: Develop Your Curriculum on Your Program’s Topic or Theme

The next step is to consider your theme and curriculum. What is the main thrust of this experience? What is the primary goal you want all your participants to meet? How would you define success, in terms of what your people walk away with? Once you figure out the main theme and these learning objectives, you can use the content on the following pages to create a highly customized curriculum for your program.

As you assemble your program using the suggested content on the following pages, be sure to search for more current content on the EDUCAUSE website as resources, articles, podcasts, webcasts, and other valuable content is added every day.

Step Three: Plan the Logistics and Host Your Program

Using the two-part EDUCAUSE Event Planning Kit, plan the logistical details for your site and prepare to facilitate the group learning experience on the day of your program. The kit provides easy-to-use promotional tools to help you create awareness and encourage participation. You will also find tips and strategies to continue the conversation about the event’s topic or theme.

So, take a look at the content and activities we have assembled on the following pages. With a little bit of planning you will be able to leverage the best thinking in higher ed IT to put together a great professional development activity right on your campus.
Leveraging Blended Learning for Flexibility, Engagement, and Persistence

Program Overview

Each fall, more than 2.8 million American students enroll in the nation’s colleges and universities with their eye on a college degree. Yet, studies tell us that more than half will abandon or postpone their studies in the next six years. Students often cite the improbable balancing act between their studies and their need to work or support their family as the culprit.

Blended learning—a model that combines face-to-face classroom room time with online instruction—offers an approach to learning that allows students to juggle their complicated lives. In a blended course, students might visit campus once each week to engage in a hands-on lab exercise or a discussion with their classmates. In their own time—and on their schedule—they might complete course assignments or download lectures from an online environment. The course becomes available on an mp3 player while sitting at the bus stop or in the windows of time between work and class. Class conversations can be sustained while logging in to a discussion forum at the public library or their home PC.

Using this program, IT staff and faculty will learn more about the potential for blended learning to cultivate flexible, engaging learning environments for today’s students. Resources are intended to explore existing models while challenging participants to consider key questions related to their own implementation and integration on campus. This EDUCAUSE on Campus kit is targeted at institutions and individuals interested in learning more about the initial challenge areas for Next Generation Learning Challenges (NGLC).

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1. Pre-Event Activities

1.1. Pre-Event Homework

To provide attendees with background in the topic, consider suggesting the following resources as pre-event homework:


1.2. Pre-Event Conversation Starters

To help participants begin connecting around key ideas before the session begins, consider posing the following questions for discussion. Discussion might occur on a discussion board, through e-mail, or in a face-to-face meeting during the program.

- How would you characterize a blended learning environment?
- Are there types of courses—or content—that are particularly suited to a blended environment?
- How many courses on your campus are considered blended or hybrid? What types of resources are available to support them? What types of resources might you consider?
- Think about the students on your campus. What characteristics suggest their readiness for a blended environment? What are the potential concerns?

2. Opening Session

Joel Hartman and Chuck Dziuban, “Scaling Blended Learning”
Next Generation Learning Challenges “Back to Campus” Webcast, September 2010

Duration: 1 hour

In this one-hour webcast, Joel Hartman and Chuck Dziuban explore institutional motivations and models for blended learning. They share results from more than a decade of research into blended and online learning on campus, revealing the impact of blended environments on student learning outcomes and student satisfaction.

Post-Viewing Discussion Questions:

- What are the potential benefits of blended learning models? For students? For faculty? For the institution?
- How can we track and measure student success in a blended environment?
- What key questions must be asked at the institutional level when considering a blended learning initiative?

3. Synthesize for Action/Session Activities

After participating in the sessions, enhance the discussion with additional information and activities that will prepare attendees to take action. Keep in mind the learning objectives and goals that were set while defining your program.
3.1. Identifying Opportunities

There is no single template for developing and delivering a blended course. Today’s blended courses take advantage of course management systems, platforms for multimedia, collaborative tools like wikis and blogs, and immersive environments. In this activity, encourage attendees to explore a variety of blended environments. For each, ask them to record their answers to the following questions:

- What types of learning strategies are deployed?
- What technologies are used to facilitate the interaction?
- What type of content is delivered face to face? Online?
- How do students interact with the instructor? Their peers?

You might consider watching each video as a group or breaking the team into smaller groups and “assigning” one model per team. After the activity, gather the teams together for a report out. Ask them to briefly share the details from their case study. Then, as a collective group, assemble lists for the following topics:

- Learning principles for blended environments
- Potential technologies
- Content for online environments

Videos:

- Robert Baird and Alfred Weiss, “WAC 2.0: Rethinking Writing Across the Curriculum in the Age of the Participatory Web”
  ELI 2010 Annual Meeting Featured Session
  Duration: 50 minutes

- Nicole Dash, Philip Turner, and Lee Hughes, “Five Years of Course Redesign: Lessons Learned”
  ELI 2010 Annual Meeting Featured Session
  Duration: 50 minutes

- Michelle Pacansky-Brock, “Teaching Without Walls: Life Beyond the Lecture”
  ELI Web Seminar, September 2009
  Duration: 1 hour

- Thomas Reeves, “Guidelines for Implementing Authentic Tasks in Web-Based Environments”
  ELI Web Seminar, November 2008
  Duration: 1 hour

- Kurt Squire, “Breaking the Walls of the Classroom Whether We Like It or Not: Multiplicities of Place with Mobile Media”
  ELI 2009 Annual Meeting Featured Session
  Duration: 50 minutes

- Janyth Ussery, “Expanding Educational Realities: Exploring Interactive and Immersive Learning Experiences”
  ELI 2010 Annual Meeting Featured Session
  Duration: 50 minutes
3.2. Campus Challenges

In this section, take participants on a tour of the blended learning landscape and consider key institutional questions and challenges. To start the discussion, consider this video:

**Bob Samors, Sally McCarthy, and Jeff Seaman, “Online Learning as a Strategic Asset”**
*EDUCAUSE Live!, December 2009*
*Duration: 1 hour*

The APLU-Sloan National Commission on Online Learning conducted an extensive benchmarking study over a 15-month period in 2008–2009 designed to: (1) identify key factors that contribute to successful, strategic online learning initiatives; and (2) gain a better understanding of faculty attitudes toward online learning and how those attitudes might impact institutional efforts to initiate and grow online programs. The benchmarking study included interviews with more than 230 senior administrators, faculty, and students at 45 campuses across the country and a national web-based survey of faculty that generated almost 11,000 responses from faculty at 69 campuses. The benchmarking study is the largest study of this type regarding online learning yet conducted.

This webcast provides an in-depth summary of the benchmarking study findings, with an emphasis on the challenges and opportunities facing institutional leaders and online administrators as student demand for online learning opportunities continues to grow at a time of declining federal, state, and private resources.

In small groups, encourage participants to delve deeper into the topics from the video. You might organize a large group discussion or break into topical teams with a shared report out at the end.

Faculty Considerations

- How can we support faculty redesign efforts? What types of time or resource incentives would work?
- How can we provide faculty with a window into “what’s possible” while balancing their existing workloads?
- What strategies can we deploy to help faculty assess their classroom learning environments?

Student Considerations

- How do we help students self-assess their readiness for online and blended learning?
- How can we support students in a blended environment? What types of resources will they need?
- How can we assess student learning outcomes and student satisfaction in a blended learning environment?

Institutional Considerations

- What type of institutional support is needed to launch a blended learning initiative?
- When considering a large-scale blended learning design project, are there groups across campus that should be included? How can you bring all players to the table in a collaborative effort?
- How can you keep key stakeholders informed of trends and opportunities related to blended learning?
4. Customize Your Event with Additional Content and Activities

In addition to using content provided by EDUCAUSE, we encourage each institution to consider ways to bring local voices into the conversation, allowing for networking among participants and interaction with the community.

Consider:

- **Problem-Solving Workshops:** Create scenarios for individual discussion teams related to cloud computing. Individual scenarios might focus on a specific type of service or a problem that participants have faced on campus. (You could solicit potential topics from participants in advance.) Organize the group around each scenario and challenge them to read the problem, discuss, and prepare a brief presentation based on their collective ideas for a response. Present each group’s findings in a report out at the end of the session.

- **Discussion Sessions:** At the start of the session or before, ask participants to share their concerns related to cloud computing, perhaps posing the question in a poll before the event or on a whiteboard or flipchart throughout the program. Leave time in your day for participants to break into smaller groups around the big issues for informal discussion. To aid the process, consider assigning discussion facilitators who are trained to get the conversation moving and to capture key ideas. Plan time for a report out from all the groups involved.

- **A Brainstorming Carousel:** Carousels are a high-energy activity designed to generate content and build collective ideas. Consider these three questions or create your own:
  1. What are the potential benefits to utilizing cloud computing services on campus?
  2. What are the potential risks to cloud computing?
  3. What areas are most logical for cloud computing services?

Create three distinct areas in the room, one for each question, and ask participants to migrate to an area. For five minutes, ask them to react to the questions on a flipchart. When their time is up, ask the group to migrate to the next station and to spend five minutes building on the previous group’s responses. After another rotation, each group should have responded to each question. At the end of the session, ask each group to share big ideas from their last station, incorporating their comments with those of the group before.

4.1. Building a Campus Commitment

After exploring the topic, reviewing case studies, and brainstorming potential strategies for success, consider challenging participants to think about the ways that developing and scaling effective blending learning environments can help students engage and stay on the path toward completion. Challenge your group to create a blueprint for moving forward with your own campus investigation or implementation.

Questions to begin the dialogue:

1. How does blended learning fit with the mission and ideals of the institution?
2. What does our knowledge of the student body suggest about the need for blended learning environments on campus?
3. How can we coordinate blended learning efforts in a way that will encourage creativity yet offer support for faculty and students?
4. What are the key stakeholders to include in the dialogue?
5. What immediate steps can we take?
5. After the Event

This event should just be the start of conversations with your faculty and staff about the role of computer labs on your campus. Consider using your local event as a jump start to continued professional development. Post-session events might include:

- **Problem-Solving Lunches**: Build on the community formed during your event during a series of solution-seeking brown-bag lunches. Ask faculty and staff to bring their frustrations and concerns to the group during a series of "problem-solving lunches" where they seek feedback from colleagues. Or, pose a challenge to the group each week and ask them to collaborate on potential solutions or ideas moving forward.

- **New Ideas Lightning Round**: Consider using a lightning round to highlight new initiatives or projects started after the event ends. A lightning round is delivery of a series of short (~five minute) presentations on related topics in a single session. After the session, leave time for informal interaction between attendees and speakers.

- **Virtual Community**: Use the event—and the interest generated in the topic—to build a virtual community of practice around enterprise services. Learning management systems, social networking tools like Ning, and community wikis can provide the tools necessary for colleagues to share resources, plan events, and continue conversations.