

UW-MADISON
**BLENDED LEARNING
INITIATIVES REPORT**
2015-2016



DoIT Academic Technology
UNIVERSITY OF WISCONSIN - MADISON



Educational Innovation
UNIVERSITY OF WISCONSIN - MADISON

PARTICIPATION BY SCID (SCHOOL/COLLEGE/INSTITUTE/DIVISION)

SCID	13-14	14-15	15-16	TOTAL
College of Agricultural and Life Sciences	5	8	13	26
College of Letters and Science	20	22	33	75
College of Engineering	5	4	4	13
Division of Continuing Studies	0	1	2	3
International Division	2	0	0	2
Law School	2	0	5	7
Nelson Institute for Environmental Studies	1	0	0	1
School of Education	13	7	9	29
School of Human Ecology	5	3	4	12
School of Medicine and Public Health	8	25	12	45
School of Nursing	0	2	5	7
School of Pharmacy	1	1	0	2
School of Veterinary Medicine	2	2	5	9
Wisconsin School of Business	3	1	11	15
TOTALS	67	76	103	246

PARTICIPATION BY TITLE

TITLE	13-14	14-15	15-16	TOTAL
Professor	24	15	22	61
Associate Professor	11	14	16	41
Assistant Professor	7	21	18	46
Faculty Associate	9	16	16	41
Lecturer	9	4	10	23
Academic Staff	5	2	18	25
Other	2	4	3	9
TOTALS	67	76	103	246

EXIT SURVEY DATA

Blend@UW participants are surveyed one week after they complete the series. The results below are taken from Exit Surveys during the 15-16 year. The CUM AVG number represents the average results of surveys from Fall 14 through Summer 16.

QUESTION (Exit Survey) % = agree or strongly agree	FA 15 n=19	WI 16 n=13	SP 16 n=8	SU 16 n=44	CUM AVG n=156
Facilitators were knowledgeable about course content.	100%	100%	100%	98%	99%
Facilitators helped me in my learning process.	100%	100%	100%	95%	98%
Facilitators communicated effectively.	100%	100%	100%	97%	96%
Blend@UW helped me create a plan to improve my course.	90%	92%	100%	100%	91%
After taking Blend@UW, I feel comfortable talking with others about blended learning.	95%	100%	100%	95%	97%
After taking Blend@UW, I know where to get help with my course.	84%	92%	100%	100%	95%
I would recommend this course.	100%	100%	100%	97%	97%
The course met my expectations.	95%	100%	100%	95%	97%
Blend@UW changed the way I think about teaching.	79%	85%	88%	79%	79%

ONE YEAR FOLLOW-UP DATA

Blend@UW participants are surveyed one year after they complete the series. The results below are taken from the One Year Survey. The CUM AVG score represents the average results of surveys from Summer 14 through Summer 15.

QUESTION (One Year Survey) % = agree or strongly agree	SU 14 n=7	FA 14 n=22	SP 15 n=21	SU 15 n=9	CUM AVR n=59
Blend@UW helped me create a plan to improve my course.	100%	86%	100%	100%	97%
Blend@UW helped me create a design that is learner-centered.	100%	91%	90%	89%	93%
The content covered was relevant to my design process.	100%	82%	90%	100%	93%
Blend@UW helped me create a plan to improve my course.	100%	86%	100%	100%	97%
I would recommend this course.	100%	91%	100%	100%	98%
The course met my expectations.	100%	95%	100%	100%	99%
Blend@UW changed the way I think about teaching.	86%	65%	100%	100%	88%

PROGRAM OBJECTIVES

Blend@UW (at.doit.wisc.edu/faculty-engagement/blend-uw/) (sponsored by DoIT Academic Technology and Educational Innovation) helps faculty design blended courses that foster deeper, more active learning for students. The main deliverable is a course map that includes: course objectives, unit objectives, assessment activities, learning activities, and a course evaluation plan.

PROGRAM IMPACT

Blend@UW impact is measured by the number of course/students impacted, the production of course maps by participants, the personal impact on participants, and the impact on the relationships with peers in their SCIDs. The results below are taken from Blend@UW applications and the One Year Survey. The CUM AVG score represents the average results of Summer 14 through Summer 15.

IMPACT (Blend@UW Application)	13-14	14-15	15-16	TOTAL	
Number of courses directly impacted	67	76	103	246	
Number of students directly impacted	4,852	6,484	9,961	21,297	
QUESTION (One Year Survey) % = yes	SU 14 n=7	FA 14 n=22	SP 15 n=21	SU 15 n=9	CUM AVR n=59
I have redesigned and offered a portion of / my entire course.	83%	64%	90%	67%	71%
I have shared what I learned with colleagues.	100%	81%	71%	89%	88%
Blend@UW changed the way I think about teaching.	79%	85%	88%	79%	79%
I have applied my skills to other courses I teach.	83%	76%	80%	78%	79%
Number of additional courses impacted	6	20	10	7	11
Number of additional students impacted	188	760	231	318	374

PROGRAM CHANGES

Blend@UW continues to evolve to meet the changing needs of campus. Structurally, we evaluated the different programmatic outcomes from the one-week and the eight-week offerings. Results showed that instructor satisfaction and quality of course maps from the one-week offerings were equal to or greater than the eight-week offerings. The one-week series enables us to reach people we have not reached before. Those with nine month appointments have reported they didn't have the option of taking the series during the semester, and the summer sessions were offered outside of their nine-month contract. Based on these results, we retired the eight-week series and focused on the one-week series. Additionally, we added sessions during winter break in late May, and late August. These changes allowed us serve 121 participants in 15-16, compared to 76 in 14-15 – **a 60% increase.**

BLENDED LEARNING FELLOWSHIP PROGRAM

PARTICIPATION BY SCID (SCHOOL/COLLEGE/INSTITUTE/DIVISION)

SCID	SP13	13-14	14-15	15-16	TOTAL
College of Agricultural and Life Sciences	0	2	0	1	3
College of Letters and Science	1	1	2	1	5
College of Engineering	1	1	1	1	4
Division of Continuing Studies	1	1	1	1	4
International Division	1	1	0	0	2
Law School	1	1	2	1	5
Nelson Institute for Environmental Studies	1	0	0	1	2
School of Education	1	1	0	1	3
School of Human Ecology	1	1	1	1	4
School of Medicine and Public Health	1	1	2	2	6
School of Nursing	1	1	1	1	4
School of Pharmacy	1	1	1	1	4
School of Veterinary Medicine	1	0	0	1	2
Wisconsin School of Business	0	1	1	1	3
TOTAL	12	13	12	14	51

PARTICIPATION BY TITLE

TITLE	SP13	13-14	14-15	15-16	TOTAL
Professor	3	2	2	1	8
Associate Professor	4	3	2	2	11
Assistant Professor	2	3	4	4	13
Faculty Associate	1	2	2	3	8
Lecturer	0	1	1	1	3
Academic Staff	2	2	0	2	6
Other	0	0	0	1	1
TOTAL	12	13	12	14	51

PROGRAM OBJECTIVES

The Blended Learning Fellowship Program (at.doit.wisc.edu/faculty-engagement/blended-learning-fellowship-program/) (sponsored by DoIT Academic Technology and Educational Innovation) brings faculty and instructional staff together to develop campus leadership around blended learning.

PROGRAM DELIVERABLES

- The creation of blended learning toolkits for their SCID by each Fellow. blendedtoolkit.wisc.edu/scid/
- Conversations with campus leaders around blended learning barriers and challenges. blendedtoolkit.wisc.edu/what/barriers/
- Updating the definition of blended learning (blendedlearning.wisc.edu/what/).

2015-2016 FELLOWS

Randy Stoecker (CALs), **Jonathan Klein** (L&S), **Kate Judson** (Law), **Ian Baird** (Nelson Institute), **Kristen Pickett** (Education), **Parvathy Pillai** (SMPH), **Mary Sesto** (SMPH), **George Jura** (Nursing), **Beth Martin** (Pharmacy), **Ruth Sullivan** (SVM), **Verda Blythe** (WSB)
blendedtoolkit.wisc.edu/programs/blfp/participants/#15-16

PROGRAM STATISTICS

QUESTION (Exit Survey) % = agree or strongly agree	14-15 n=8	15-16 n=12
LEADERSHIP		
I understand the ways blended learning can help address campus challenges.	100%	100%
I am comfortable talking with my colleagues about blended learning.	100%	92%
The program provided me opportunities to practice my leadership skills.	100%	92%
I see myself as a leader for blended learning efforts.	75%	88%
I am comfortable talking with campus decision-makers about challenges.	100%	67%
PROGRAM FACILITATION		
Facilitators were knowledgeable about the topics we discussed.	100%	100%
Facilitators did an effective job facilitating discussions and learning.	87%	100%
Facilitators modeled good leadership skills.	100%	100%
PROGRAM SATISFACTION		
The program met my expectations.	100%	91%
I would recommend the program.	100%	100%

BLENDED LEARNING DEFINITION

The 2015-2016 Blended Learning Fellows updated the definition of blended learning to help address current campus challenges.

BLENDED LEARNING AT UW-MADISON

“At UW-Madison, blended learning courses are instructor-designed and supervised environments that use face-to-face and online, technology-mediated channels to enhance active, engaging, and deeper learning experiences and to improve student learning outcomes.

Blended courses should have the one or more of the following pedagogical characteristics:

- *A shift from teacher-centered instruction to student-centered learning;*
- *A significant interaction between student-instructor, student-student, and/or student-content; and/or*
- *Integrated formative and summative assessment for students and instructor.*

On this campus, courses have three technology-mediated designations:

- *Less than 30% of the course includes technology-mediated learning activities is considered **technology-enhanced**.*
- *30-99% of the course includes technology-mediated learning activities is considered **blended**.*
- *100% of the course includes technology-mediated learning activities is considered **online**.”*

*– Blended Learning Fellowship Program
(blendedlearning.wisc.edu/what/)*

UPCOMING PLANS

The 16-17 Blended Learning Fellows will focus on the following areas:

- **Campus Change:** Discuss addressing challenges (blendedtoolkit.wisc.edu/what/barriers/).
- **Blended Course Evaluation:** Discuss evaluation needs for blended courses on campus.
- **Instructor Preparation:** Prepare instructors to teach blended courses.

Fellows will engage in content sponsored by the following campus leaders:

- **Mo Bischof**, Associate Vice Provost
Campus digital course evaluation surveys and UW-Madison Plan for Assessing Student Learning
- **Linda Jorn**, Associate Vice Provost for Learning Technology, DoIT Academic Technology Director
Building Canvas communities and preparing instructors to teach blended courses.
- **Steve Cramer**, Vice Provost for Teaching and Learning
Wisconsin Experience and campus learning spaces.

BLENDED LEARNING TOOLKIT

PROGRAM OBJECTIVES

The Blended Learning Toolkit (blendedtoolkit.wisc.edu/) is a UW-Madison resource sponsored by DoIT Academic Technology and Educational Innovation. Its main objective is to help instructors new to blended learning develop the necessary skills by: providing information about blended learning; highlighting examples and stories of those who are currently integrating blended learning practices into their instruction; and providing tutorials and resources for getting started.

PROGRAM GOALS

- Help campus understand what blended learning is.
- Facilitate interest in and knowledge about blended learning on campus.
- Encourage more people on campus to blend their courses effectively.
- Highlight people on campus who are blended their courses.
- Interact with campus about blended learning approaches.
- Identify resources to help people on campus learn to blend their courses.
- Help campus SCIDs identify and communicate approaches and solutions to peers.

TOOLKIT USAGE

MONTH	PAGEVIEWS 14-15	PAGEVIEWS 15-16
July	NA	1,589
August	NA	620
September	NA	1,658
October	NA	2,208
November	NA	2,809
December	NA	2,865
January	24	4,324
February	176	2,529
March	571	2,132
April	348	1,247
May	901	2,268
June	963	1,567
TOTAL	11,828	25,816

TOOLKIT USAGE

MONTH	PAGE VIEWS / SECTION 14-15	PAGE VIEWS / SECTION 15-16
HOME	3,227	5,359
WHO	1,545	1,489
WHAT	483	1,140
WHY	297	501
WHERE	NA	3,182
HOW	1,723	3,125
BLOG	882	1,109
BLEND@UW	NA	3,038
EVENTS	NA	1,401
SCID	3,575	4,151
OTHER	96	1,318
TOTAL	11,828	25,816

TOOLKIT CHANGES

Blend@UW content is now housed on the Blended Learning Toolkit (blendedtoolkit.wisc.edu/blenduw) and available to all past Blend@UW participants. This will help participants become more familiar with the resources they will need in subsequent stages of course creation. This change has also enabled us to repackage Blend@UW content and deliver it in the HOW section for self-paced learners (blendedtoolkit.wisc.edu/how/design/). SCID toolkits created by Blended Learning Fellows this past year have become the most visited section of the toolkit (blendedtoolkit.wisc.edu/scid/). Regular postings of recent blended learning articles to the BLOG section have drawn more users to the toolkit, and it is becoming the place people go to keep current with the literature (blendedtoolkit.wisc.edu/blog/).

