

PowerPoint Slides

In Blended Courses, What Should Students Do Online?

Presented by:

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Presenter Bio:

Ivan A. Shibley, Jr. (Ike), Ph.D., is associate professor of chemistry at Penn State Berks, a small four-year college within the Penn State system. He has won both local and university-wide awards for his teaching including the Eisenhower Award presented to a tenured Penn State faculty member who exhibits excellent teaching as well as mentoring other teachers.



Timothy D. Wilson, Ph.D., is an assistant professor at the The University of Western Ontario in the Schulich School of Medicine and Dentistry. In the Department of Anatomy and Cell Biology, Tim is part of a teaching team of gross anatomists who provide anatomical training to allied health sciences students in Kinesiology, Physiotherapy, and Occupational Therapy in addition to the Medical and Dental students at the school.



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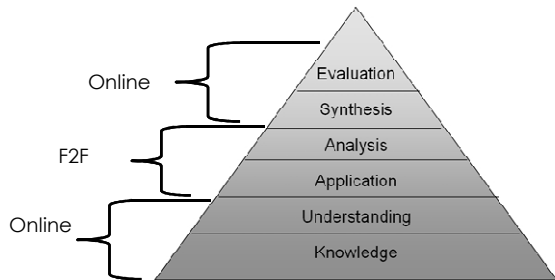
5 Major Findings

1. Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.
2. Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.

5 Major Findings

3. When learners online spent more time on task than F2F students greater benefit accrued.
4. Most variations in online learning did not affect student learning outcomes.
5. The effectiveness of online learning appears quite broad across different content and learners.

Bloom's Taxonomy



What should students do online?

7

What should students do online?

Online Low Level Information Class Guides

- A class guide provides one-stop shopping for the student: dates, topics, learning goals, assignments, activities, and any links.
- Class guides can be organized by class period, by week, or by topic

8

What should students do online?

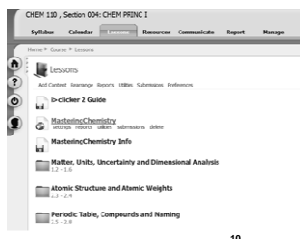
Online Low Level Information Class Guides

Class Session	Chapter Topic and In-class Activities	Action Items to be completed BEFORE CLASS	Action Items to be completed AFTER CLASS
Session 1	Chemical Kinetics READ: Chapter 14.5 - 14.6	COMPLETE Chapter 14: Questions 53, 55, 71, 73, and 75	COMPLETE: Chapter 14 Quiz (Quiz is available from 8/31 at 6 PM until 9/6 at 11:59 PM)
Session 2	Chemical Equilibrium READ: Chapter 15.1 - 15.3	COMPLETE Chapter 15: Questions 13, 15, 19, 27, and 29	CONTINUE Review for Exam 1 (9/21)

9

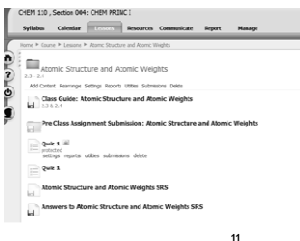
What should students do online?

Online Low Level Information Class Guides



What should students do online?

Online Low Level Information Class Guides



What should students do face-to-face?

What should students do face-to-face?

- Think engagement
- Clickers
- Small groups
- Discussions
- Student presentations



13

What should students do face-to-face?



- Think of activities that you cannot accomplish online (like an alpaca!)
- Help students prepare for F2F via online activities

14

What about online after face-to-face?

15

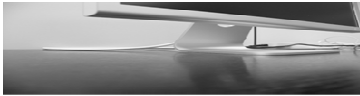
What about online after f-2-f?

- Students need to rehearse information
- Awarding points indicates that you think an activity is worth their time



16

What about online after f-2-f?



- Create activities that facilitate deliberate practice
- Create projects that extend student knowledge from before & during class (higher order thinking)

17

What courses should be blended?



- Almost any course theoretically
- Courses with factual knowledge and/or problem-solving seem easiest to convert

18

What courses *might* not work as blended?



- Small discussion seminars
- Many laboratory courses
- Physical education courses
- Some lower-level courses (prep courses)

19

Conclusion

- Online content works best for lower- and higher-order cognitive skills
- In-class works for application and analysis (think engagement)
- Courses that are primarily application and analysis may be challenging to blend

20

Thank you!

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21

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