Blended Instruction with a Blended Team:
A Teamwork Approach to Course Development and Teaching

Introductions:
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- Joanna Deszcz - QRC
- Jennifer Galka - QRC
- Tracey Connor - QRC

Agenda
- About the QRC Program
- Cooperative development of online content
- Maximizing the use of face-to-face time
- Developing engaging, interactive activities using low stakes self assessment
- Tracking student progress
- Questions

About LSP - 120
- Developed to address the growing need for quantitative and computer literacy
- Emphasis is on reasoning
- Context is interdisciplinary
- Technology is an integral part of course
- Active learning is emphasized
- Faculty share across disciplines
About LSP - 120

- Approximately 1,200 students each year
- 22 Autumn Sections - (25 students)
  - 18 F2F, 2 Hybrid, 2 Online
- 26 Winter Sections
  - 22 F2F, 2 Hybrid, 2 Online
- 23 Spring Sections
  - 19 F2F, 2 Hybrid, 2 Online
- 4 summer sessions

Curriculum

- Core curriculum maintained by the QRC
- Shared from a Master D2L course
  - Linear/Exponential Modeling
  - Absolute/Relative Change
  - Graphing
  - Consumer Price Index
  - Finances - Savings and Loans

Classrooms

- Technology focused
  - Excel, PowerPoint, Word
- Lab assistants and tutoring center

The Blended Approach

- 5 Faculty attended DOTS
- Challenge to maintain cooperative course development while creating a blended course
- Jointly developed shared interactive modules using SoftChalk Cloud
- And that’s what we will talk about today!
Key Decisions

- Determining Course Format
  - 50% online lecture
  - 50% hands on practice in computer lab
- Finding Software to Develop Lectures
  - Switch from FrontPage
- Creating the Modules
  - Divided by interest and expertise

Cooperative development of online content

Tracey Connor

Softchalk CLOUD

Screencast-O-Matic
Maximizing the use of face-to-face time

Jennifer Galka

Making the most of face-to-face time

- Don’t teach!
- Decide what is best explained in person.
- Weekly “recap” on the board
- Adjust amount of classwork when necessary.

For more information contact your Instructional Technology Consultant or visit https://fits.depaul.edu/
The exception to the rule

- I do teach one of the most difficult topics face-to-face.
- Use this chance very rarely.
- Benefits:
  - Some experiences cannot translate online
  - May be more memorable to students

Developing engaging, interactive activities using low stakes self assessment

Joanna Deszcz

Tracking student progress

Özlem Elgün Tillman

Tracking Student Progress

- Establishing ground rules
- Setting up a routine
- Using D2L tracking tools
- Keeping in touch/giving feedback
Establishing Ground Rules

Clear communication regarding:

- the nature of the course
- general expectations from students
- what to do before the first class meeting
  - EX: SAMPLE EMAILS TO STUDENTS

Strong emphasis and enforcement of the consequences of not meeting expectations:

- No in-class lectures (flip classroom)
- Late assignments not accepted
- Students tracked closely especially at the beginning of the course.

Setting up a routine

- Regular deadlines for In-Class Activities and Assignments
- Regular feedback on submitted material.
- Timely responses to emails and inquiries from students.

Tracking Progress: Using D2L Tracking Tools

- Under Classlist ➔ You can view the time of last log-on
- Under Content ➔ Related tools ➔ View Reports
- Under Edit Course ➔ Track user progress

Under Classlist ➔ You can view the time of last log-on
Keeping in touch / giving feedback

- Office Hours / Availability
- In-class feedback to students
- Email

Blended Instruction with a Blended Team:

Wrap Up

Flipped Learning

flippedlearning@depaul.edu

Questions?