

BlendFlex Professional Development Course Meeting

Date: Tuesday, July 15, 2014
Time: 1:00PM-3:00PM
Location: A410
Attendees: Carol Lee, Sam Lester & Demetrius Smith

In order to effectively meet the objectives set forth in the U.S. Department of Labor funded TAACCCT Grant, the Central Georgia Healthcare Workforce Alliance (CGHWA) Project Director; Demetrius Smith met with Sam Lester, Professional Development Director and Carol Lee, Educational Technology Director. This two hour session was scheduled to provide a framework for the BlendFlex Professional Development Course. The BlendFlex model emphasizes a blending learning concept that allows students to take classes “any time, any place and on any device”. All faculty, who plan to facilitate a course utilizing the CGHWA BlendFlex model, will be required to attend this professional development course; which will occur over a 6 week period for 3 hours a week in class training and out of class assignment completion combined. Each of the weekly sessions will require activities and assignments to be completed out of class. The course will be designed to not only teach the faculty how to engage the students utilizing the Telepresence/Jabber technology but also how to develop their course syllabi to blend the Standards, Student Learning Outcomes and different forms of Pedagogy to make the class even more inviting and engaging as a result of the technological enhancements. The pedagogies will be interspersed throughout the presentations and then will be highlighted during the Classroom Management session to re-emphasis their necessity and easy of infusion into course activities and assignments. The three main pedagogies that are traditionally used are flipped classroom, collaborative learning and active learning; however, there will be discussion of other classroom pedagogies as well. Our goal is to *seek* the ability to provide the faculty with either 1.) release time or 2.) a stipend for successful completing the BlendFlex Professional Development Course.

The following is a rough draft of the course, which will be edited and completed for dialogue and discussion during the visit of the Grant’s External Evaluator, Dr. Terri Manning on August 25-26, 2014.

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Blended Learning (BlendFlex) Professional Development Class

--Required of all teachers that will teach a BlendFlex class

Prerequisite to Blended Learning Class: Angel or Blackboard Basic Training

Learning Module Outline (Suggestions) (We will each need to develop learning objectives for each one of the modules)

Angel Course Built like Blended Course

1. Include Syllabus, Course Schedule, and Protocols
2. Faculty Info and FAQs
3. First Assignment
4. Learning Outcomes

I. A Conceptual Framework for Educational Enhancement using Technology (model Flipped Classroom)

What is Blended Learning? BlendFlex? How can it benefit my students and educational growth? Implement a session that provides faculty with an overview of how the TACT grant has provided enhanced Telepresence availability and the useful services the TACT grant can provide to the student and faculty. (Demetrius Smith & Carol Lee)

- a. Video Recordings: Demetrius and Carol will video our presentation in Green Room as part of this presentation
- b. Video Recording Interviews - video interviews with teachers like Ms. Wimsatt and Dr Perez and students who have experience the Blended Learning classes
- c. Readings related to Blended Learning
- d. Class Meeting:
 - 1 - Traditional Classroom vs. Blended Classroom
 - 2 - Flipped Classroom (as a part of Blended Learning)
 - 3 - How to attend class remotely (make assignments for Module 2 - who attend class versus who attend remotely.
- e. Assignments on this module: Teachers will have to do an assignment on this such as writing about how they feel about teaching the class after watching interviews, benefits they see, and questions they may have that can then be addressed one-on-one with them. Could be graded by Carol or Demetrius. Begin thinking about what class/module

II. **Student Learning Outcomes:** (Collaborative Learning): What should students be able to think, know, or do to be successful? How will you confirm they have acquired the necessary knowledge, skills, abilities and behaviors? As a part of the evaluation & outcomes associated with the usage of BlendFlex, faculty will need to develop student learning outcomes. To ensure effectiveness of instruction, the questions above should be addressed. This session will be designed to assist faculty with connecting SLOs and Course Standards and Methods of Assessment. (Bonnie Quinn)

- a. Video Recording - Bonnie Quinn

- b. Classroom Discussion – discuss video recording and questions on Learning Outcomes (optional classroom attendance vs. office attendance)
 - teach how to use /Telepresence/Jabber for group project assignments.
 - assignment for next class session: some in classroom vs. some remote
 - assign groups for project
 - make sure have state standards
 - be thinking about the modules that you will develop based on your learning outcomes.
- c. Activity Assignment – develop learning outcomes for the class you will be teaching
- d. Activity Assignment – students to work in groups via telepresence video conferencing
 - review each other's student learning outcome in groups; from their office computer.
- e. Assignments on this module submitted to Angel

III. **Classroom Management (Active Learning)**: It is apparent that with the increase in technological advances through this grant, faculty could have an entire class that is utilizing many different education modalities other than the traditional face to face classroom modality to attend class. Therefore, faculty need to be prepared to teach a course that is always recorded and involves the use of many different educational modalities both synchronous and asynchronous. (Sam Lester)

- a. Videos Recording – Sam Lester
- b. Pedagogies -
- c. Tips and Tricks about managing a BlendFlex classroom
- d. CAT – classroom assessment techniques
- e. PD session on Rubrics, Remind 101 and Poll Everywhere
- f. Assignments on this module: (Work in Progress) – Graded by Sam

IV. **Instructional Design**: To learn the methodology and approach needed to deliver a Blended Learning class.

- a. Video Recording – Carol Lee and maybe others?
- b. Readings related to Blended Learning design
- c. Developing a Course Blueprint for your Blended Learning Course which includes goals, objectives, and learning outcomes (learning outcomes, objectives, pedagogy, and then assignment - LOOPA)
- d. Creating Course Documents: Syllabus, Course Schedules, and Protocols
- e. Designing instructional relevant activities and assessments and interactions with students in a blendflex class
- f. Developing a Learning Module including objectives, activities, interactions, and assignments
- g. Assignment: submit a Learning Module in the Angel Sandbox

V. **Technology Tools**: Since technology is a large part of this grant, it is important that teachers learn to use these tools.

- a. Video Recording – Carol and others
- b. Using the Telepresence Video Conferencing Equipment
- c. Recording lectures and adding them to the Learning Management System (Angel or Blackboard)
- d. Utilizing the Technology HelpDesk
- e. Assignment: demonstrate usage of the equipment (change volume, move camera, use presets)

VI. Portfolio Submission and Lecture Demonstration

- a. Assignment: Instructions will develop a Learning Module in Angel, and then will teach the module using the Telepresence Equipment which will be recorded. The instructor will upload the video to the LMS (Angel) and the module and video will be reviewed as the final pass or revision to this class.

List Pedagogies: Our goal is to definitely cover the following pedagogies at a minimum. Others may be added per Sam Lester.

Flipped Classroom

Lecture

Collaborative Learning

Writing

Active Learning

Discussion Boards



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