THE ROLE OF STUDENT FEEDBACK IN EVALUATING AND REVISIONING A BLENDED LEARNING COURSE

Gathering feedback from students is an essential part of an iterative design process. In this article, Linda Drew discusses how an instructor can benefit from knowing what students perceived as the strengths and weaknesses of the course.

DEVELOPING AN EVALUATION TO SOLICIT STUDENT FEEDBACK

Akkoyunlu, Buket, and Yilmaz-Soylu have developed and validated an objective assessment instrument to gather students feedback on blended learning courses. The article provides a set of questions that can be used to gain insight on the implementation phase of a blended course using the following categories:

- Ease of use for web environment;
- Online environment;
- Content;
- Face to face sessions; and
- Assessment concerning the content.

SCID TOOLKITS ARE HERE

At the Blended Learning Year-End Celebration, this year’s fellows will highlight the work they have done creating a blended learning toolkit for their school/college/institute/or division (SCID). The goal of each section is to highlight the work being done and promote blended learning in ways that resonate with people in their discipline. Take a moment to explore the toolkits, and be sure to come to the Blended Learning Year-End event to learn more.

USING QUALTRICS TO GATHER FEEDBACK ON YOUR COURSE

Qualtrics is a powerful, yet easy to use tool that can be used to gather useful feedback from your students. It has a wide selection of question types, support for branching based on student response, and great reports to view your results. For help with developing a survey for your students, contact DoIT Academic Technology for a consultation.

FEATURE: AMANDA MARGOLIS

Amanda Margolis, Associate Faculty Associate from School of Pharmacy and Blend@UW participate, will be presenting at the 2016 American Association of Colleges of Pharmacy Conference about how she blended her course on evidence-based medicine. She will also be highlighting the School of Pharmacy Blended Learning Toolkit.

QUOTES FROM CAMPUS

“Blended learning is transforming how we teach at this university. That is when students combine online as well as in-person learning activities . . . using class time working with the professor and peers in groups learning how to apply their knowledge. To good effect, [blended learning] appears to reduce the achievement gap that we sometimes see between our students who come from lower socio-economic backgrounds and their peers.” - Chancellor Rebecca Blank
R2C STUDIO WORKSHOPS

Engaging Students in Active Learning

- May 23: 10-11:30 am
  302 Middleton Building
  **Identifying students’ prior knowledge and remediating gaps**

- May 24: 10-11:30 am
  120 Middleton Building
  **Increasing students’ active reading**

- May 25: 10-11:30 am
  302 Middleton Building
  **Guiding students’ problem solving**

- May 26: 10-11:30 am
  302 Middleton Building
  **Developing pathways to students’ critical thinking**

- May 27: 10-11:30 am
  302 Middleton Building
  **Developing students’ disciplinary thinking**

- May 31: 10-11:30 am
  302 Middleton Building
  **Engaging students in discussion and collaboration**

- June 1: 10-11:30 am
  302 Middleton Building
  **Writing learning objectives**

- June 2: 10-11:30 am
  120 Middleton Building
  **Assessing student learning**

- June 3: 10-11:30 am
  302 Middleton Building
  **Learning Experience Design**

Register for these workshops at: [at.doit.wisc.edu/faculty-engagement/research-to-classroom-studio/](http://at.doit.wisc.edu/faculty-engagement/research-to-classroom-studio/)

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**RESEARCH-TO-CLASSROOM (R2C) STUDIO WORKSHOPS**

DoIT Academic Technology’s Research-To-Classroom Studio (R2C Studio) will host a series of short workshops on research-based teaching practices to facilitate student learning. Each topic can stand alone, so you can attend session(s) that interest you. Prior to each event, handouts that summarize the workshop topic will be provided for you to review. During the workshop, we will facilitate questions, discussion and provide working time for you to draft a course plan.

**FACILITATING STUDENT INQUIRY**

R2C Studio has been focused on helping campus instructors find ways to build activities that encourage student inquiry. Inquiry-based teaching strategies use questions or problems as a driving force for learning. Students seek knowledge and understanding while the instructor acts as a facilitator. A summary of inquiry learning, some categories and strategies, can be found on the Blended Learning Toolkit. [blendedtoolkit.wisc.edu/r2c-student-inquiry](http://blendedtoolkit.wisc.edu/r2c-student-inquiry)

**NEW SITE FOR CANVAS DETAILS**

In February, Provost Mangelsdorf and campus leadership endorsed plans to integrate the Canvas learning management system with the university’s student information system. This decision comes after a successful and informative year-long, campus-wide pilot. The pilot, which included data from other peer institutions, confirmed Canvas’ integration flexibility and interoperability, highlighted an overall positive response to Canvas’ design and usability, and reinforced the strong student-desire for one universal LMS at UW-Madison. There is now a new web site that provides details the Canvas project on campus. [provost.wisc.edu/teach/canvas.htm](http://provost.wisc.edu/teach/canvas.htm)

**BLEND@UW SUMMER 2016**

We are still accepting applications for Summer Blend@UW Section 3. August 15-19 | 8:30am-12:00pm | 2425 Sterling Hall. Application deadline is May 2, 2016 at 5:00 pm. [blendedtoolkit.wisc.edu/programs/blenduw](http://blendedtoolkit.wisc.edu/programs/blenduw)