BLENDED LEARNING RESEARCH AND NEWS

A SYSTEMATIC REVIEW EXAMINING THE EFFECTIVENESS OF BLENDING TECHNOLOGY WITH TEAM-BASED LEARNING

Technological advancements are rapidly changing nursing education in higher education settings. Nursing academics are enthusiastically blending technology with active learning approaches such as Team Based Learning (TBL). While the educational outcomes of TBL are well documented, the value of blending technology with TBL (blended-TBL) remains unclear.

PREDICTING ADULT LEARNERS’ ONLINE PARTICIPATION: EFFECTS OF ALTRUISM, PERFORMANCE EXPECTANCY, AND SOCIAL CAPITAL

Learners’ socio-demographic characteristics, personal traits, and performance expectancy are frequently employed to interpret online participation among members in virtual, higher education, but not in adult education contexts.

APPLY NOW: BLEND@UW WINTER 2017 | JANUARY 9-13

We are now accepting applications for Blend@UW Winter 2017 sessions. Blend@UW supports the Educational Innovation Initiative by helping faculty design blended courses that foster deeper, more active learning for students. The series is offered in a week-long series of half day sessions and is sponsored by DoIT Academic Technology, L&S Learning Support Services, and Educational Innovation. Applications will be accepted until Friday, December 9, 2016 at 5pm:

Apply at: go.wisc.edu/WinterBlend

Participants of Blend@UW will:
- Develop a course map of that includes activities, delivery format, technology to be leveraged, and assessment models.
- Be introduced to technologies that can help them reach their course goals.
- Develop a plan to evaluate their course once implemented.
- Receive a $500 stipend upon successful completion of course activities.

SESSION DETAILS

Session I: January 9-13 | 8:30am-12:00pm | 3425 Sterling Hall
Session II: January 9-13 | 1:00pm-4:30pm | 3425 Sterling Hall

BLENDED LEARNING INITIATIVES REPORT

The Blended Learning Initiatives 2015-2016 Report has been released. It shows the outcomes of the following UW-Madison blended learning programs sponsored by DoIT Academic Technology and Educational Innovation:
- Blend@UW Course Design Program
- Blended Learning Fellowship Program
- Blended Learning Toolkit.

Download the report at:
blendedtoolkit.wisc.edu/bli-report/
OCTOBER EVENTS

ACTIVE TEACHING LAB
REGISTER: at.doit.wisc.edu/faculty-engagement/active-teaching-lab/
SESSION TIME: 8:30AM-9:30AM
LOCATION: 120 MIDDLETON BUILDING
- November 4 - YouTube
- November 11 - Google Hangouts
- November 18 - Articulate Storyline

EDUCATIONAL INNOVATION BROWN BAG
REFRAMING THE WISCONSIN EXPERIENCE
DATE: NOVEMBER 9
SESSION TIME: 12:00PM-1:15PM
LOCATION: UNION SOUTH

HIGHER EDUCATION FORUM
COLLABORATIVE FOR ADVANCING TEACHING AND LEARNING
SPAKER: STEVE CRAMER, VICE PROVOST FOR TEACHING AND LEARNING
DATE: NOVEMBER 16
SESSION TIME: 9:00AM-10:00AM
LOCATION: 260 BASCOM HALL

OTHER RESOURCES
ACTIVE TEACHING LAB RECAPS
Whether you couldn’t make an Active Teaching Lab session or want to
download the handouts, this is the place! Recaps, videos and handouts for past
events can be found at:
at.doit.wisc.edu/faculty-engagement/active-teaching-lab/past-labs/

CANVAS: SHARE YOUR EXPERIENCES
Many people in our community are
planning to move their blended courses
to Canvas in the near future. The
Blended Learning Toolkit is a place we
can share our experiences, successes
and lesson learned. Use the form to let
others how you are finding Canvas.
blendedtoolkit.wisc.edu/blog/share_stories/

SPOTLIGHT: TANYA BUCKINGHAM – GOOGLE DRIVE
In the Active Teaching Lab, Tanya Buckingham (Blend@UW participant),
shared how she used Google Drive, a collaborative cloud storage service,
to organize both her course resources and student assignments. Key takeaways were:
- Content is accessible and editable anywhere.
- Updates from Google requires instructors and students to roll with
changes and updates, and evolve more quickly.
- Her course was organized into a narrative/syllabus of linked
documents, but she also suggests an organizational level of course
folders.
- The collaborative nature of Google Docs/Drive should increase
students’ sense of course ownership. Let them comment, edit, and
even collaboratively create course content and policies.
- Over 95% of Wisconsin K-12 schools are Google schools, so most
undergraduates should already be familiar with these tools.
- Docs can be “live” and change with student/class needs. Be sure to
set expectations with students and communicate changes.
at.doit.wisc.edu/news/active-teaching-lab-recap-google-drive/

ACTIVE TEACHING IN THE CLASSROOM CONTENT
DoIT Academic Technology completed the Active Learning in the
Classroom series in October to rave reviews. If you were not able to
attend, check out the handouts and manual that accompanied the series.
The series highlighted several approaches taken from the book Classroom
Assessment Techniques: A Handbook for College Teachers, by Thomas
Angelo and K. Patricia Cross.
blendedtoolkit.wisc.edu/alice-handouts/

MTLE FACULTY FELLOWS PROGRAM APPLICATIONS
Madison Teaching and Learning Excellence (MTLE) invites early-career
faculty teaching undergraduate courses to apply for the next Madison
(MTLE) Faculty Fellowship, beginning in Spring 2017.
The goal is to support fast, effective, and efficient starters in teaching and
tenure at UW-Madison. Over the course of two semesters, each cohort
of MTLE Faculty Fellows engages in a modular curriculum designed to:
- Quickly connect Fellows with the many specialized programs across
campus focused on teaching excellence
- Facilitate innovation in their classes with learner-centered practices
proven to enhance learning
- Foster a cross-campus community of practice shown to live well
beyond Fellows’ time in MTLE.
mtle.wisc.edu/apply/

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