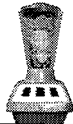


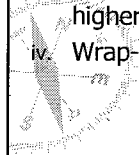
Pathways to Progress: Current and Future Trends of Blended Learning and Public Health Education

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Indiana University, Bloomington
Cindy Gotz (CSULB)
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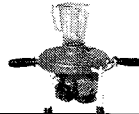
What we will cover

- i. Basics of blended learning
- ii. Blended learning in public health education
- iii. Our study of public health educators in higher education
- iv. Wrap-up

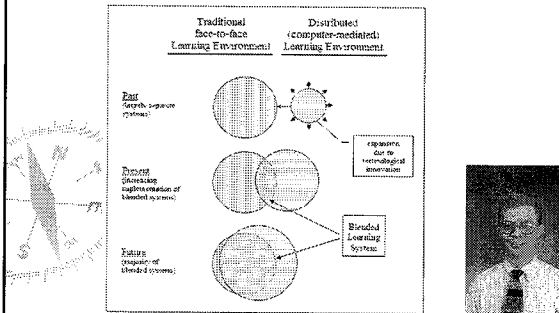


Part I: Basics of Blended Learning

► "Blended learning refers to events that combine aspects of online and face-to-face instruction" (Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)

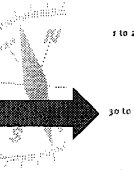


Historical Emergence of Fully Online and Blended (Graham, 2006)



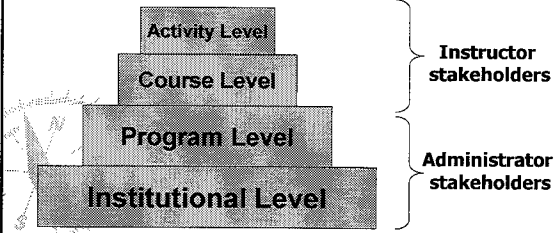
The Sloan Consortium (2003). *Sizing the Opportunity: The Quality and Extent of Online Education in the U.S., 2002 and 2003*
http://www.sloan-c.org/resources/sizing_opportunity.pdf

| Proportion of courses delivered online | Type of course | Typical description |
|--|-----------------|---|
| 0% | Traditional | Course with no online technology used - content is delivered in writing or orally. |
| 1 to 29% | Web facilitated | Course which uses web-based technology to facilitate what is essentially a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example. |
| 30 to 29% | Blended/Hybrid | Course that is a blend of the online and face-to-face course. Substantial proportion of the content is delivered online. Typically uses online discussions, typically has some face-to-face meetings. |
| 80+% | Online | A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings. |



Models of Blending

Blending occurs at the following four levels:



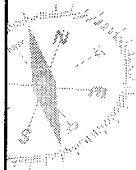
Fully Online and Blended Learning Advantages

1. Increased Learning
2. More effective pedagogy and interaction
3. Course access at one's convenience and flexible completion
4. Reduction in physical class or space needs, commuting, parking
5. Increased opportunities for human interaction, communication, & contact among students
6. Introverts participate more

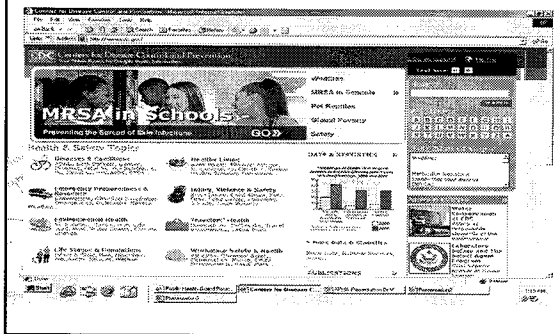


Part II: Blended learning in public health education

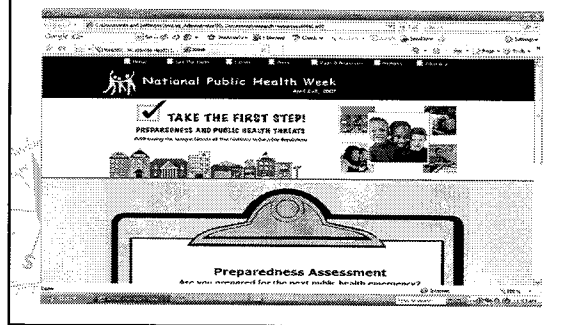
□ Current examples ...



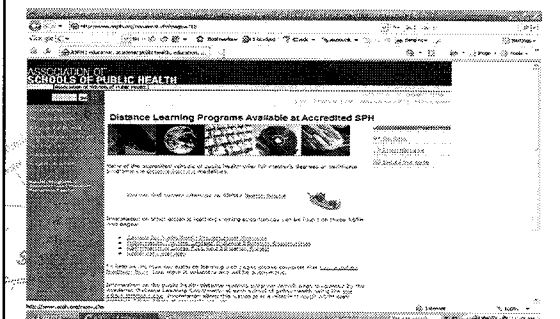
Blended learning Ex 1: Health-related news



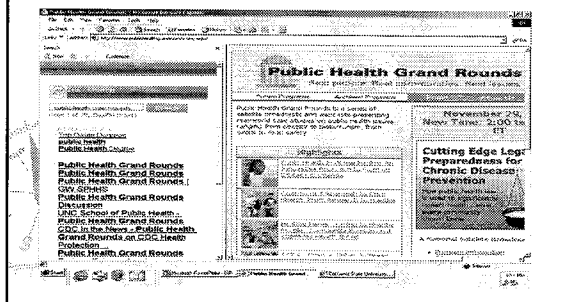
Blended learning Ex 2: Online Public Health Surveys



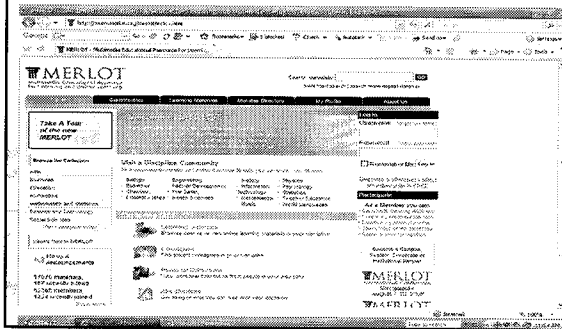
Blended Learning Ex 3: Accredited Distance Learning Courses and Programs



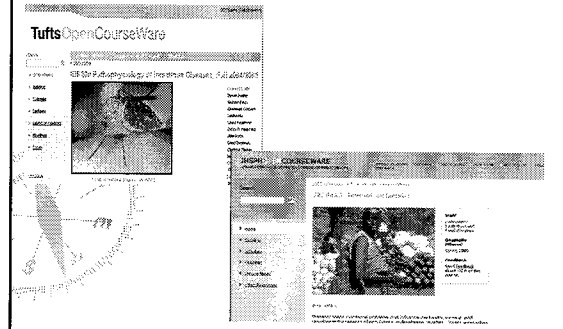
Blended Learning Ex 4: Webcasts, podcasts, and videostreams



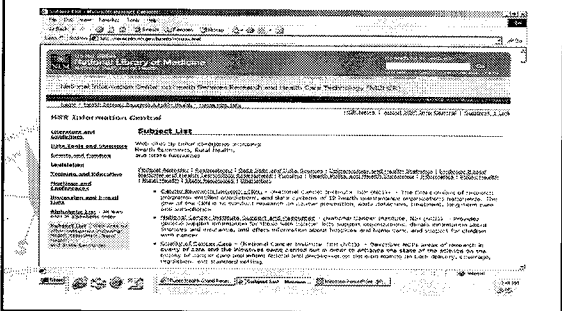
Blended Learning Ex 5: Online open education Resources



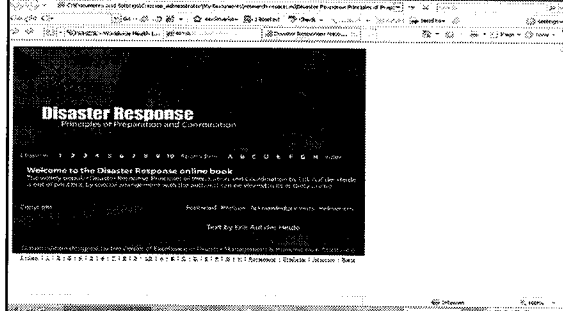
Blended Learning Ex 6: OpenCourseWare Public Health Examples



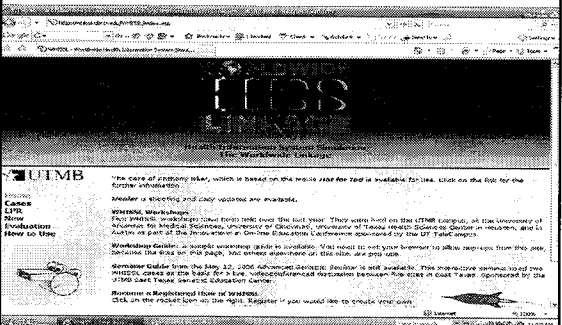
Blended Learning Ex 7: Open access library resources



Blended learning Ex 8: E-books and other virtual documents



Blended Learning Ex 9: Health-related simulations



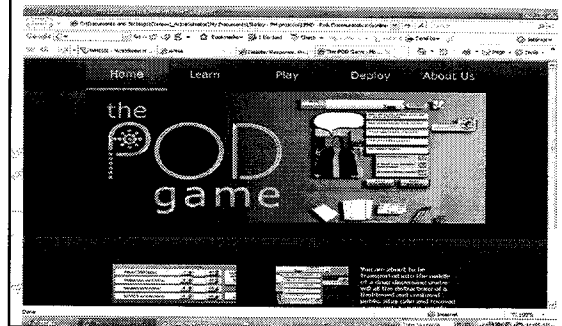
Blended learning Ex 10: Educational simulations and role-play



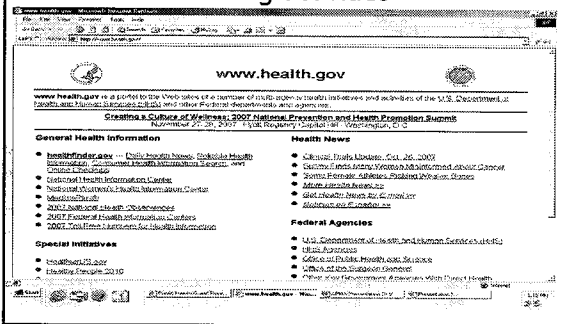
Blended Learning Ex 11: Exploring virtual worlds (ex. Second Life)



Blended Learning Ex 12: Procedure Games



Blended Learning Ex 13: Public health portals for supplemental educational or training activities



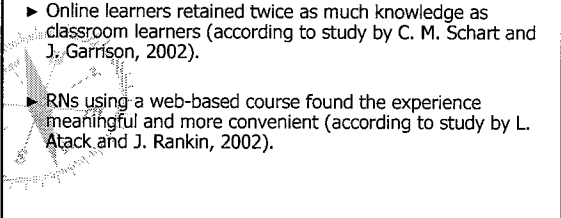
Part III: A Study of Public Health Educators

- ▶ The purpose of this study was to examine public health educators' perceptions about current and future trends in blended learning.



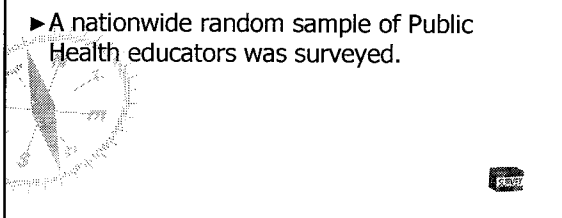
Research online learning in public health education

- ▶ Online learning supports the exchange of communication between students and faculty (according to J. McKimm, C. Jollie, and P. Cantillon, 2003).
- ▶ Online learners retained twice as much knowledge as classroom learners (according to study by C. M. Schart and J. Garrison, 2002).
- ▶ RNs using a web-based course found the experience meaningful and more convenient (according to study by L. Atack and J. Rankin, 2002).



Method

- ▶ This study was conducted via an online survey service, SurveyShare.
- ▶ A nationwide random sample of Public Health educators was surveyed.



Instrument

- ▶ An online questionnaire was developed consisting of three categories:
 1. Demographic information
 2. Current status of online learning at respondents' organizations
 3. Predictions about online teaching and learning in public health education

Data Collection and Analysis

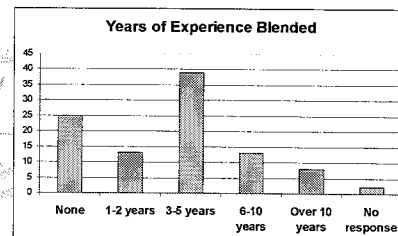
- ▶ Invitation was sent by e-mail to the sample of public health educators.
- ▶ 51 individuals completed the confidential survey.
- ▶ Descriptive data analysis was conducted using the data analysis tool provided on the online site.

Demographics

- ▶ Nationwide survey
- ▶ Gender
 - 51% were female
 - 49% were male
- ▶ Experience of integrating technology tools
 - 24% had 3-5 years
 - 37% had 6-10 years
 - 27% had more than 10 years
- ▶ Required training for online courses
 - 47% yes
 - 53% no
- ▶ Department offers fully online courses
 - 82% yes
 - 18% no

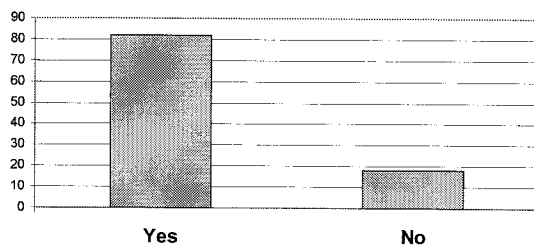
Experience with Technology

- ▶ How much experience do you have in teaching blended learning courses?



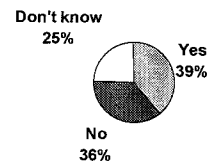
Organization teaching online?

Does your department or program currently offer any fully online course?



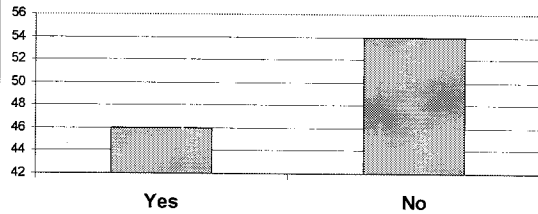
Unique Partnerships?

Is your department or program entrepreneurial in forming partnerships or consortia with other organizations to offer new courses degrees programs or credentials?

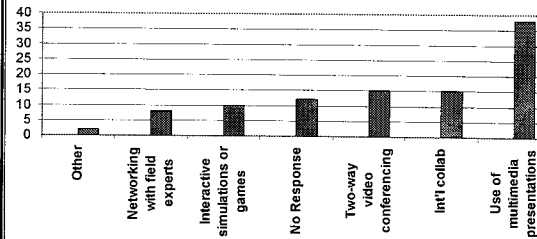


Is instructor training needed?

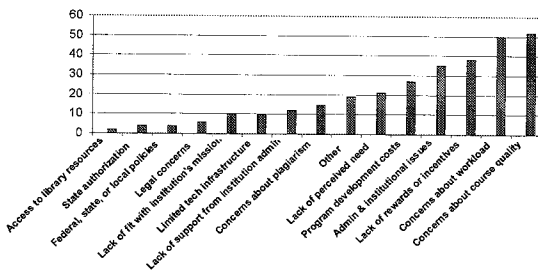
Is training required of instructors who teach fully online courses in your organization college or university?



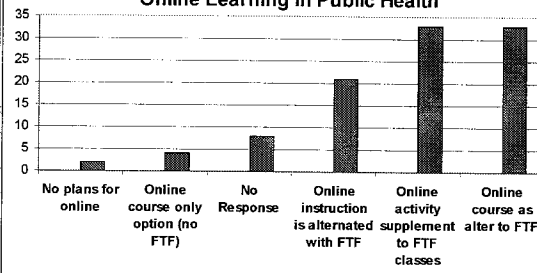
How will Advances in Technology Influence on Public Health and Health Education



Roadblocks to Online Learning Expansion or Implementation



Future Growth Areas for Blended and Fully Online Learning in Public Health

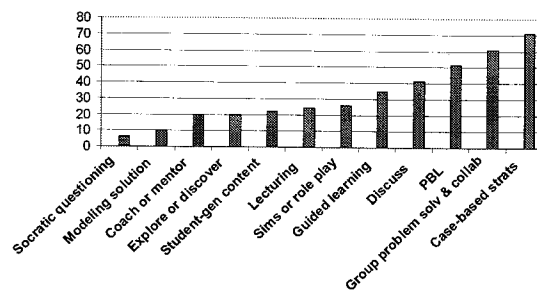


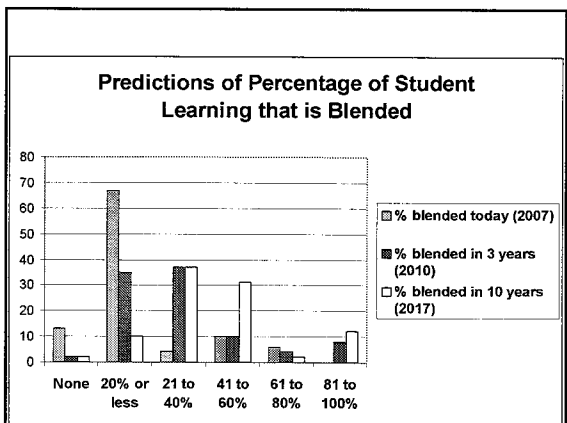
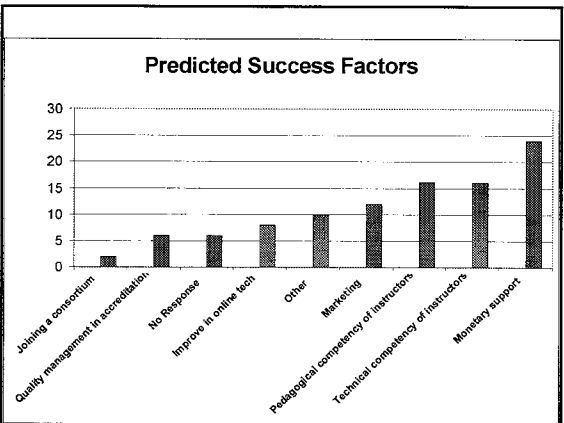
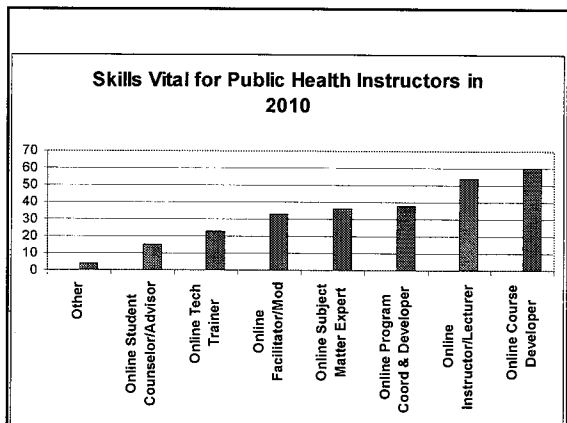
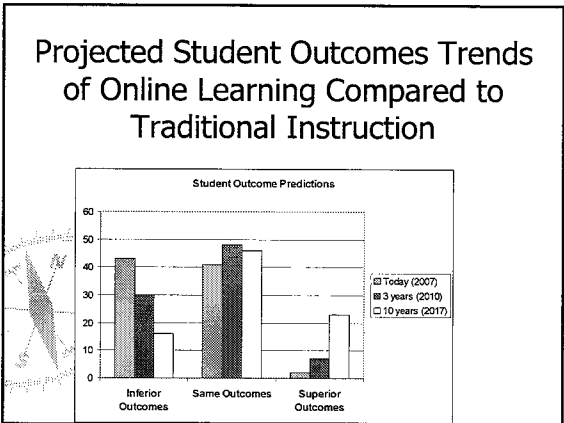
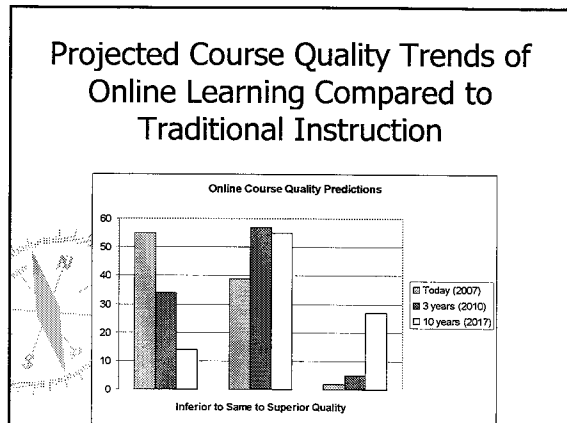
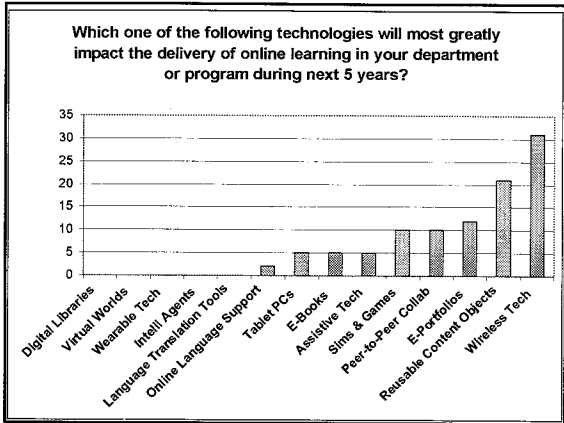
Envision the Direction of Learning

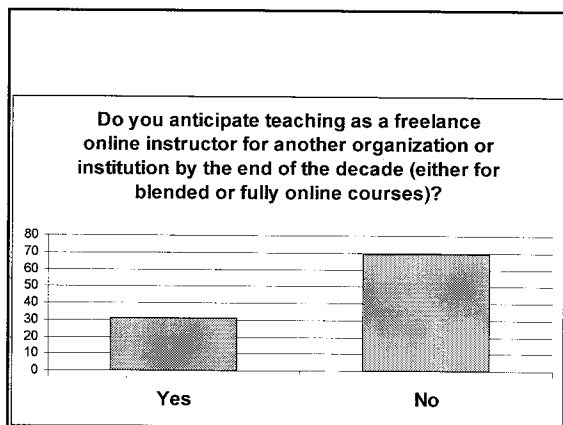
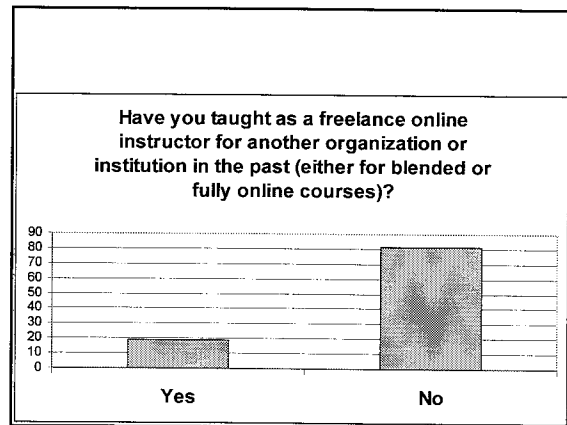
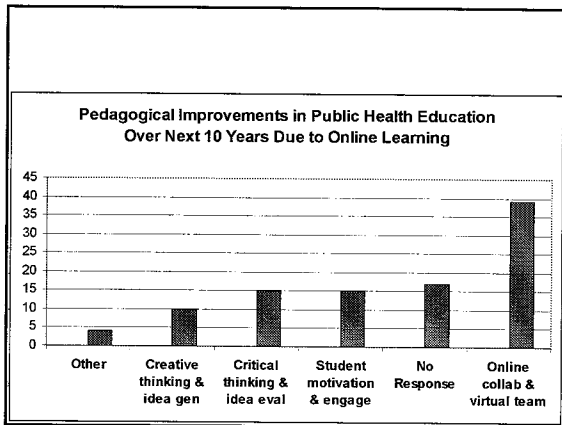
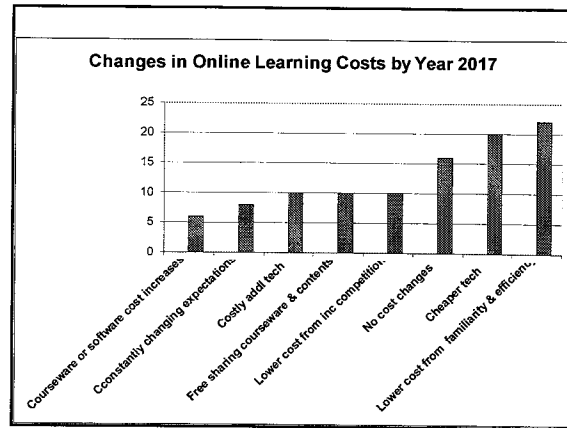
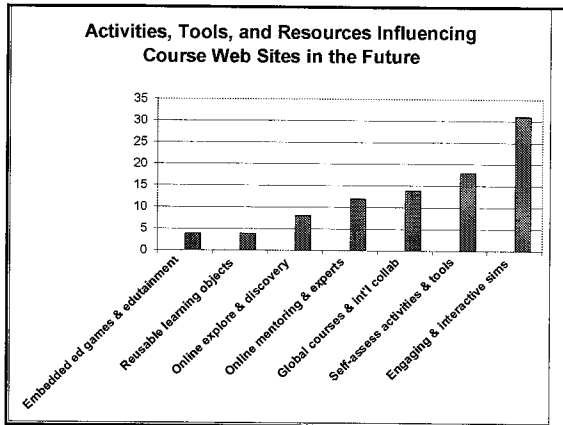
- ▶ Current status of online instruction in public health education
- ▶ Next generation of the online environment
- ▶ Technological and pedagogical advantages



Instructional approaches to be More Widely Used in Public Health Education over next 10 years



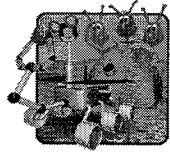




- ### Implications
1. Blended learning will grow more than fully online.
 2. Online learning resources benefit public health.
 3. Online learning develops student collab/eval skills.
 4. Improving online lrng requires address pedagogy
 - a. Collaboration; PBL; Case learning
 5. Our data indicates necessary training support:
 - a. Workshops; Courses; Degree programs
 6. Technology interests and use is growing:
 - a. Wireless technologies; Simulations

Limitations of the Research

- ▶ Only university faculty were surveyed
- ▶ Students were not surveyed
- ▶ Small sample size



Recommendations for further Research

- ▶ Follow up studies should investigate:
 - Types of blended learning
 - Success of blended learning
 - Instructor training



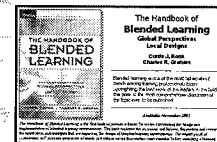
References

- ▶ L. Atack and J. Rankin. A descriptive study of registered nurses' experiences with web-based learning. *Journal of Advanced Nursing*, 40(4), 457-465, July 2002.
- ▶ J. McKimm, C. Jollie, and P. Cantillon. ABC of Learning and Teaching Web Based Learning. *British Medical Journal*, 326, 870-873, April 2003.
- ▶ C. M. Schart and J. Garrison. Distance education or classroom instruction for continuing education: who retains more knowledge? *Journal of Medicine Library Association*, 90(4), 455-457, October 2002.



Experience. The difference.

Questions???



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