


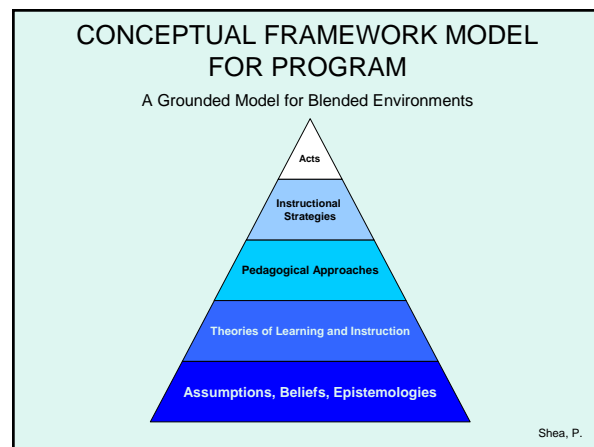
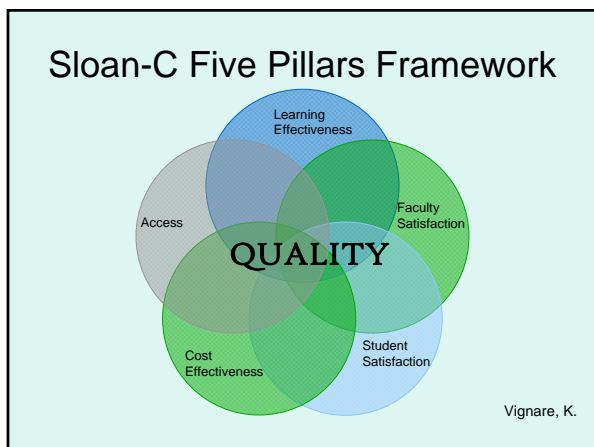
SALISBURY UNIVERSITY
SOCIAL WORK DEPARTMENT

BLENDED LEARNING
 A PANEL DISCUSSION ON
 CONTENT AREAS



Panel Members

- Dr. Deborah Mathews, Associate Chair, Moderator – Research
- Dr. Marvin Tossey, Department Chair, Introduction – Policy
- Dr. Batya Hyman – Human Behavior in the Social Environment
- Fran Sistrunk, M.S.W. – Field Instruction
- Dr. Margo Kushner – Practice



HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT


Dr. Batya Hyman

The Course

First course in the Major for Satellite Students

Designed to:

- Acculturate students to SW Program
- Teach life span and theories of development
- Encourage students to examine own values



Benefits

- ❖ Continue ITV discussions
- ❖ Complete applications of lecture material
- ❖ Increase student interaction
- ❖ Provide time for reflection
- ❖ Practice writing skills
- ❖ Think critically when required to substantiate views
- ❖ Examine own values

My Expectations of Students

- ❖ ALL students will be graded on participation online
- ❖ Respond to topic or questions I have posted OR
- ❖ Complete required activity and answer questions about it
- ❖ Read and respond to peers' postings
- ❖ Identify and post links to relevant websites

A Grading Rubric

- ❖ Do you write substantive posts and present new ideas?
- ❖ Do you participate in most threads each week?
- ❖ Do you post at various times throughout the week?
- ❖ Do you read others' ideas and use their comments to ask new questions?



A Grading Rubric

- ❖ Do you offer a critical analysis of existing posted ideas or introduce a different interpretation of an existing idea?
- ❖ Do you revisit discussions to respond to what other students write about your postings?
- ❖ Are your posts well organized, grammatically correct, and free of spelling errors?

Expectations of the Instructor

- ❖ I provide the topic or application assignment each week
 - Based on readings and lectures.
 - Organized by weekly modules which follow the syllabus.
 - Often a short series of closely related questions that don't have one correct answer.

My Behavior

- ❖ Initially, I ask each student to introduce herself and I welcome each student individually to the online portion of our class.
- ❖ I visit the discussions frequently—at least 5 times a week spread throughout the week.



My Behavior

- ❖ Facilitate and prune discussions
- ❖ Respond to a different group of students each time
- ❖ Write comments that address a whole train of thought
- ❖ Summarize posts
- ❖ Ask follow up questions
- ❖ Invite others to participate in the thread

My Behavior

- ❖ Sometimes ask, "Can you relate this to your own experience or one you have heard or read about?"
 - Involves self-reflection
 - Does not force self-disclosure
 - Provides boundaries for some self-disclosure

My Behavior

- ❖ Near the end of the semester, I ask students to look back over the threads and select one or two for additional reflection.
- ❖ I grade the students every two weeks, using the rubric discussed earlier.



PRACTICE COURSES

Dr. Margo Kushner

RESISTANCE

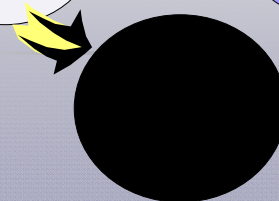
Face to Face



Blended Learning

RESISTANCE

RESEARCH



Blended Program Matrix for the Seven Principles of Good Practice

	Online Assignments	Online Quizzes	Chats	Online Discussion	In-class Quizzes/ Exams/Tests	Recorded Lectures MP3 Recordings
Student-Faculty Contact						
Student-to-Student Collaboration						
Active Learning						
Prompt Feedback						
Emphasize Time on Task						
Communicates High Expectations						
Respects Diverse Talents						

Chickering, A.W. & Gammon, Z.F.

Blended Program Matrix for the Seven Principles of Good Practice

	ITV-F2F Lectures	ITV-F2F Discussions	ITV-F2F Role Plays	ITV-F2F Commercial Videos	Student Mail	Papers
Student-Faculty Contact						
Student-to-Student Collaboration						
Active Learning						
Prompt Feedback						
Emphasize Time on Task						
Communicates High Expectations						
Respects Diverse Talents						

THE CHECKLIST



Adults as Learners

- Autonomous and self-directed
- Require connection learning to life experience and related knowledge
- Goal-oriented
- Relevancy oriented
- Practical
- Need to show respect

Lieb, S. (1991)

THE CHECKLIST

(Continued)



Undergraduate Students as Learners

- Require contact between students and faculty
- Develop reciprocity and cooperation among fellow students
- Encourage active learning
- Prompt feedback
- Emphasize time on task
- Communicates high expectations
- Respect diverse talents & ways of learning

Chickering, A.W. & Gammon, Z. F. (1987)

RESISTANCE

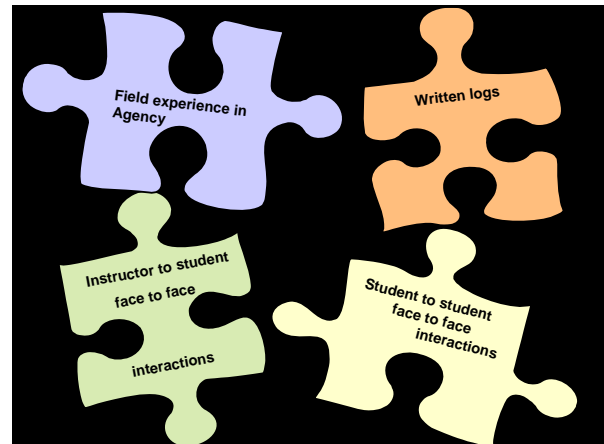
RESEARCH

BLEND

REFRAME

FIELD INSTRUCTION

Frances Sistrunk, M.S.W.

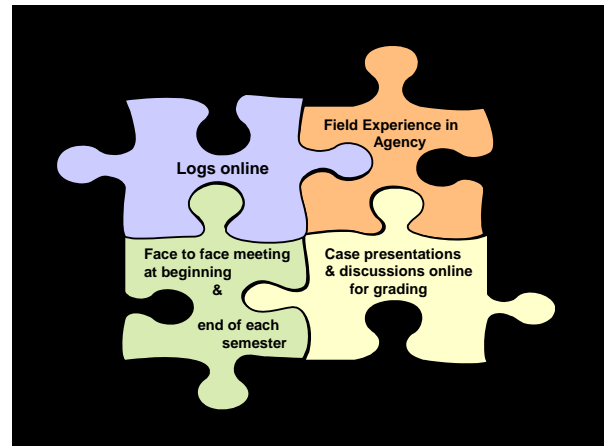


- ### Problems
- Seminars for graduate students had to be held on Saturday mornings.
 - Students had to drive a distance.
 - Many students worked.
 - Expectation was that each student would give a case presentation and the others were to participate in the discussion.
 - Part of their grade included the level of their participation in the discussion. It was difficult to grade the level of participation as it was taking place.



- ### PROBLEMS
- New technology to learn.
 - Field was not graded.
 - Students often would forget to log on and participate.
 - Different program – often a problem for the students and field liaisons.
 - Resistant to change.
 - Students complained about not being able to “see everyone.”
 - Students felt they weren’t able to build a relationship with the liaison.

- ### Positive aspects
- Students could participate in seminar any time during the week.
 - Students were “free” on the weekends.
 - Much easier to grade presentations and level of discussion by other members of the group.



FIELD IN THE FUTURE

- Students in the satellite program will have the same quality of field experience.
- Field will become a graded course.
- Will continue with blended format.
- Online participation will be graded.
- Logs will be submitted online.
- Develop more contact with field supervisors through technology.

RESEARCH

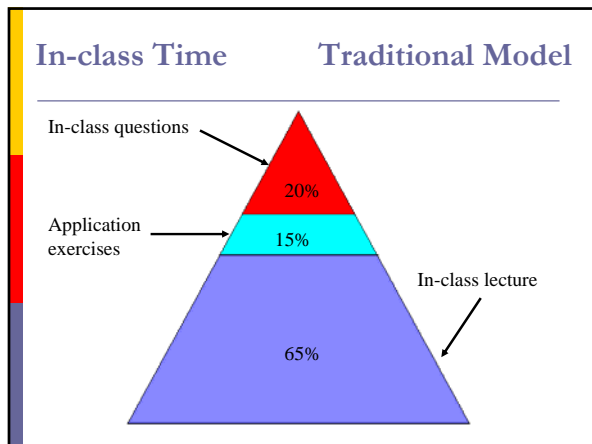
Dr. Deborah Mathews

Why.. Oh.. Why is research so hard to teach...

- Negative student attitude
- Poor motivation to master the content
- No apparent connection to social work practice
- Variability in student exposure to previous research content

How does a blended research design address these issues?

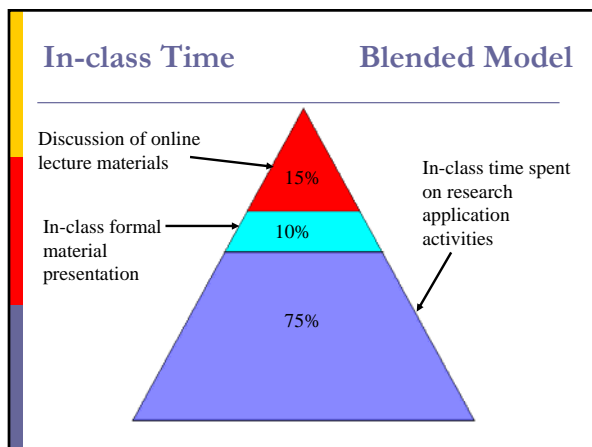
- All lectures are recorded on Camtasia and available for student review before coming to class (Focus on knowledge)
 - Student variability
- In-class time is used for array of research activities and discussion (Focus on application)
 - Motivation
 - Relevance
- Online study group
 - Student variability



MEMORIZATION

NOT

APPLICATION



MEMORIZATION

PLUS

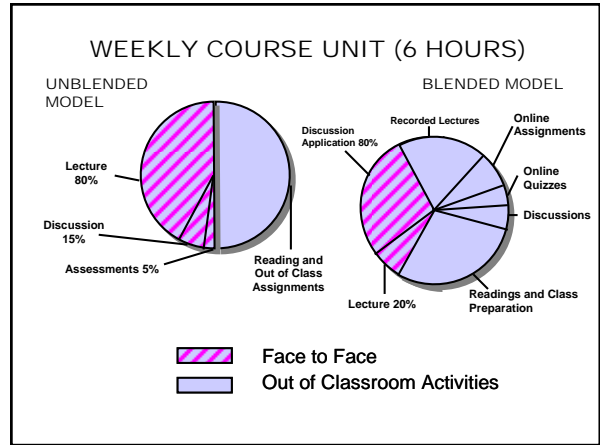
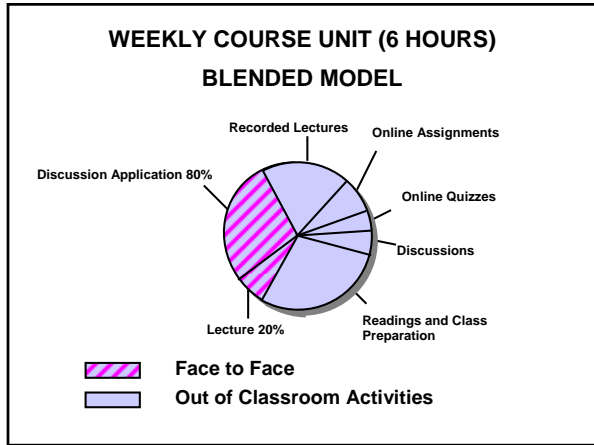
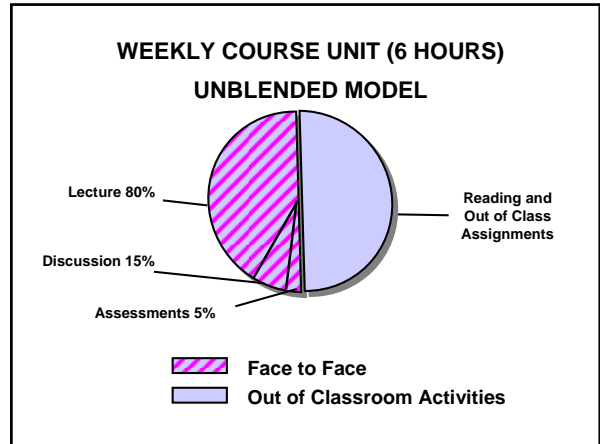
APPLICATION

- Does a blended class really help with “student variability”?**
- Students without a research background:
 - Listened to the recorded lecture, on average, 2.4 times per student
 - Range: 1 – 5 times per student
 - Students with a research background:
 - Listened to the recorded lecture, on average, less than 1 time per student
 - Range: 0 - 1 times per student

- Does a blended class really help with “student variability”?**
- Students without a research background:
 - 75% have participated actively in the online study group
 - Range: 2 – 46 times per student
 - Students with a research background:
 - 25% have participated actively in the online study group
 - Range: 0 - 25 times per student

POLICY

Dr. Marvin Tossey



SOCIAL WORK DEPARTMENT

Your turn – Questions?

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