2014 Nurse Educator Conference in the Rockies
Converting an Entire Program Into a Blended/Flipped Format for Technology Challenged Nursing Students
Terry Buxton, PhD, RN CNE, & Penne McPherson, MS, RN,
Learning Objective 1: Describe the differences between online, blended/hybrid, flipped, and web enhanced instruction.

Learning Objective 2: Analyze the benefits of using Flipped Classroom Strategies in a hybrid/blended classroom.

Learning Objective 3: Discuss the use of technology in classroom instruction.
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Definitions

**Regis University Definitions:**

**Online:** 100% delivery over the Internet

**Blended /Hybrid Course:** Learning experience in which students and faculty meet in a face-to-face classroom setting with the remainder of meetings occurring in either an online synchronous or asynchronous format.

**Web Enhanced:** Campus-based courses are those courses which meet face-to-face (F-2-F) in which electronic information (web-enhancement) is supplemented or required and is accessed *outside* of F-2-F time. Electronic information or technology used includes but is not limited to: Adobe Presenter and PowerPoint slides, recorded lectures (Podcasts), videos (You-Tube), interactive simulations, Webinars/online conferences, anti-plagiarism software (Turnitin.com), electronic quizzes, supplemental discussion forums, electronic drop box, storage for course specific documents such as service learning contracts, clinical competency tools, etc., group activities, electronic gradebook, document storage for student retrieval....and more.

**Flipped Classroom:** a learning experience in which students prepare for class independently through a variety of learning activities prior to attending class face-to-face or online. During class students are actively engaged with other students and the instructor to apply principles/concepts/content learned prior to class (Critz, C., & Knight, D., (2013), McDonald K., Smith C.(2013), & Schwartz T. (2014).
Blended Courses: Are courses meeting F-2-F, in which electronic information is supplemented or required and is accessed outside of F-2-F time. Electronic information or technology used includes but is not limited to: Adobe Presenter and PowerPoint slides, recorded lectures (Podcasts), videos (You-Tube), interactive simulations, Webinars/online conferences, anti-plagiarism software (Turnitin.com), electronic quizzes, supplemental discussion forums, electronic drop box, storage for course specific documents such as service learning contracts, clinical competency tools, etc., group activities, electronic gradebook, document storage for student retrieval....and more.

Hybrid Courses: Replaces synchronous F-2-F time with required online instruction, using all of the electronic technologies available in the Blended format. Use of facilitated discussion forums by the instructor is necessary to assist and enhance student learning. Clear instructions and frequent monitoring of the course (within 48 hours after students have posted) is essential by the instructor to answer student questions and e-mail in a timely matter. When student papers or other projects are graded, explicit, clear, and timely feedback are required by the instructor to enhance student learning.

RHCHP at Regis: “The RN-BSN program is delivered in a one evening per week campus-based format or an online format” (Regis university, 2013-2014, p. 221).
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Using a deliberative manner courses were structured accordingly:

- 8 Week Sessions
- 9 Core Courses
- 4 Courses selected to use 4 X 4 (4X’s F2F & 4 X’s online)
- 2 Seminar style classes for Community Health Practicum and the Nursing Leadership Capstone 3 X 5
- Evidence-Based Practice either 5 X 3 or 6 X 2 depending on students’ confidence with the concepts
- The first course introduces students to the each of the technologies used in the program (during F2F class time (6 X 2 format)
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**Analyze Benefits Using Flipped Classroom Strategies in Hybrid/Blended Classes**

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
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<tbody>
<tr>
<td>Students no longer struggle with challenging concepts alone outside of class time.</td>
<td>Making sure every student has a computer and Internet access.</td>
</tr>
<tr>
<td>Students can skip parts of the lesson they already understand and re-watch new or challenging ideas.</td>
<td>Students cannot ask questions for clarification during a recorded lesson.</td>
</tr>
<tr>
<td>Applied learning in the classroom.</td>
<td>Technology issues.</td>
</tr>
<tr>
<td>Differentiated instruction.</td>
<td>Designing and grading frequent quizzes.</td>
</tr>
<tr>
<td>Students are given ownership and responsibility for their own learning.</td>
<td>Students have trouble “buying in” to instruction, especially when it is not created by the instructor.</td>
</tr>
<tr>
<td>Students come to class prepped and ready to learn.  No down time.</td>
<td>Determining how to handle students who do not complete the homework video.</td>
</tr>
<tr>
<td>Videos include links for deeper thinking and further learning.</td>
<td>Creating or finding quality videos for each lesson.</td>
</tr>
<tr>
<td>Teacher can spend class-time working one-on-one or in small groups with students.</td>
<td></td>
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</tbody>
</table>
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• A stable Learning Management System (LMS) platform is best
• Supportive & responsive IT Department
• Select user friendly, stable technology tools for students/faculty
• Introduce new technology slowly and reinforce
• Involve instructional designers at the beginning instead of end
• Don’t add technology for technology’s sake

Recommendations for Team Participants:
Content Experts
Instructional Designers
Teaching Faculty (Affiliate/Full Time)
Program Administrators

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**References**


Regis University, (2013-2014). *Regis University Catalog.* Denver, CO: Author

Online and Blended (Hybrid) Definitions
Compiled by the WCET Community
July 27, 2012

Original question posted to the wcetdiscuss@wcet.wiche.edu member-only list:

There are many definitions of what percentage of online time constitutes an online or blended class. I’m interested in knowing:

- How other member institutions are defining this ongoing issue, and
- The source used to back-up your definitions.

Broward College uses 26% - 79% online portion to define a “blended” class, with 80% or above being labeled as “online”.

David Shulman, AVP, Online & Instructional Technology, Broward College

Responses

Blended is any combination of face-to-face regardless of percentages; online is defined as totally online. The exception: 12 or 16 week capstone courses which occur mostly online and may carry an onsite week or weekend for completion.

Barbara Zirkin, Associate Dean, Distance Learning, Stevenson University, School of Graduate &Professional Studies

Colorado State University uses 33% as an equivalent to Broward’s 26% and uses similar definitions. With the new definitions provided by HLC (and subsequently adopted by IPEDs among others), I anticipate some changes in our University’s curricular categorizations and supporting processes to ensure alignment with these new definitions. I believe these definitions became official just earlier this year.

Jordan Fritts, Director of Program Operations & Information Technology, Colorado State University OnlinePlus, Division of Continuing Education

The University System of Georgia’s BOR uses these definitions in our SCT Banner system. All USG schools are supposed to code courses accordingly.

Fully at a distance. All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams. (This is generally equivalent to delivering more than 95 percent of sessions via technology.)

Partially at a distance. Technology is used to deliver more than 50 percent of class sessions, but visits to a classroom (or similar site) are required. Note: If a course is offered through two-way interactive video, then it should be coded partially at a distance because students must meet at a designated location.

Hybrid. Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.

Technology enhanced. Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.

No technology. No technology is used in delivering instruction.

Janet Gubbins, UWG Online, Director of Distance and Distributed Education, University of West Georgia
I’d like to share the media code definitions used by the MnSCU system here in Minnesota. The 12 and 13 codes are new. Blended (09) meets more than twice. One of the challenges we have faced is how to code our “buffet-style” courses where students can choose whether to attend face-to-face, watch the class online live, or watch the recorded classes later online. They could choose a different format every week. We have been coding these as “blended,” but they could be completely online if all the students so choose.

http://learn.winona.edu/MnSCU_course_media_codes

Ken Graetz, Director of Teaching, Learning, and Technology Services, Winona State University

Eastern Wyoming College uses definitions that expand this discussion even further:

- **Hybrid Courses**: “A hybrid course involves the scheduling of on-campus classroom time along with the use of any distance delivery method above. This type of class will typically meet on-campus for only a portion of the time of a standard campus class.” So, “hybrid” for us is the use of both distance and classroom teaching time, with reduced scheduled campus class meetings. The “distance delivery method above” technologies include online, interactive television, and web conference options.

- **Blended Courses**: “A blended course is an on-campus course that includes students participating synchronously via distance technology.” So, “blended” for us is a blend of local and distant students meeting synchronously.

Aaron Bahmer, Director, Instructional Technology, Eastern Wyoming College

Northern Virginia CC

At Northern Virginia Community College, our definitions (based on a combination of our own views about which offices should manage which types of course, SACS definitions, and SCHEV (our state higher ed council) definitions) are:

- Meets less than 30% of the time in person = online course, managed by central DL office
- Meets 30% to 49% of the time in person = hybrid course with some oversight by the central DL office
- Meets 50% or more of the time in person = hybrid course managed by the campus (f2f) deans

As you can see, our structure incorporates both pure definitions and also questions of the best way to maintain quality in online course elements, f2f course elements, and in the design of the course to most effectively incorporate both. We do require all faculty teaching hybrid courses, even those that fall into the last category (managed by the campus) to be centrally certified in our LMS and in hybrid pedagogy specifically.

We do not have a specific definition of a breaking point when a class is no longer considered hybrid and is just a fully face-to-face class. You could see it as anything with even one bit of f2f time replaced by online work is a hybrid, or make some other threshold, but we haven’t felt a need to define that end of the spectrum.

Jennifer E. Lerner, Associate Vice President for e-Learning, Northern Virginia Community College, Extended Learning Institute (ELI)

University of Alaska

We went through a process with the 3 universities in the University of Alaska system (Anchorage, Fairbanks, and Southeast) to provide standard definitions for online classes in course catalogs. See the attached summary of the coding options. This longer document explains the rationale.
A couple of years ago, I was involved in helping the Texas Higher Education Coordinating Board add new definitions for online, hybrid/blended into their rules. These then became data collection categories against which all institutions had to report. Previously, the state had no effective way to know how many hybrid courses were being delivered in the state.

Now, personally, I have a problem with percentage based definitions (can you tell the difference between 49% and 51% instruction delivered online? I can’t) but after slogging through months of alternate approaches, a percentage based definition was the lowest common denominator. And it’s better than “I know a hybrid course when I see one”

Below are the pertinent definitions from the THECB’s revised rules. Institutions don’t have to use these definitions internally, but since they have to report to the state using these definitions, they’ve become the de facto standard in use in Texas. It helps that they echo SACS, too.


(8) Distance Education--The formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction.

(9) Distance Education Course--A course in which a majority (more than 50 percent) of the instruction occurs when the student(s) and instructor(s) are not in the same place. Two categories of distance education courses are defined:

(A) Fully Distance Education Course--A course which may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test.

(B) Hybrid/Blended Course--A course in which a majority (more than 50 percent but less than 85 percent), of the planned instruction occurs when the students and instructor(s) are not in the same place.

(10) Distance Education Degree or Certificate Program--A program in which a student may complete a majority (more than 50 percent) of the credit hours required for the program through distance education courses.

Rob Robinson, Solutions Director, Blackboard Consulting, and President, USDLA

Here are the definitions we use for the Washington Community and Technical College system. After long discussion, we decided not to try to calculate percentages but to focus on what a student needs to know in order to make a decision about taking a class.

- **Online.** A course that uses web-based tools and where 100% of the instruction and interaction between instructor and student is done online. (Proctored exams still allow for this classification).
- **Hybrid.** A course that displaces some, but not all, face-to-face class time with web-based tools.
- **Web Enhanced.** A face-to-face course that does not replace any face-to-face seat time, and access to web-based tools is required.

Connie Broughton, Director, eLearning and Open Education, Washington State Board for Community and Technical Colleges
The Utah System of Higher Education adopted the following definitions in August 2011.

- **Technology-Enhanced**: Course is taught both in person, in a classroom and via technology. The technology-delivered components include teaching and learning activities. Use of technology does not reduce the time traditionally spent in the face-to-face class.

- **Hybrid/Blended**: Course is taught both in person, in a classroom and via technology. The technology-delivered components include teaching and learning activities and reduces the time traditionally spent in the face-to-face class.

- **Online/Internet**: Course content is delivered online. While online courses may require proctored exams, there are no other place-bound requirements and minimal synchronous (real time) requirements. Regular interactions between students and instructor are a part of the teaching and learning process.

  *Cyd Grua, Director, Academic Affairs, Utah System of Higher Education*

From an August 2010 wcetdiscuss posting on the same topic:

Attached is the document for MnSCU of coding of courses including those online or partially online. It is several pages and has a list and definition of all codes used in our student information system and thus displayed to the student. We also required that courses use a "Note" field so if a course was predominately online, then the specific face-to-face activities, such as an orientation on Sept. 8 or mid-term evaluation on Oct. 12, could be listed. Again, trying to get all the information to the student so they can decide to take such a course even though they may have to drive 150 miles a couple times during the semester. Totally online courses would not have any such condition on them.

  *Gary Langer, Executive Director, Minnesota Learning Commons, Posted August 2010*

Regis College for Professional Studies has been engaged in a serious study of this issue over the past eight or nine months. We have taken a much more flexible approach which is a bit unconventional.

Definition: “The thoughtful fusion of real-time, **synchronous** learning experiences and independently accessed **asynchronous** learning experiences, developed and presented in a planned and structured way, to accomplish stated learning outcomes within the context of a single course.”

  *Christine Fleming, Associate Dean, Learning Design, Regis University, College for Professional Studies*
**Blended Definition Expended**

Some examples of synchronous and asynchronous blended learning components are provided in the table below. Although the most common blend would be that shown in the first column (F2F in classroom and online presentations and forum discussions), other options might be appropriate for particular situations.

<table>
<thead>
<tr>
<th>Synchronous*</th>
<th>F2F in classroom</th>
<th>Live E-learning via Webinar/Skype/video conference</th>
<th>Small groups meeting F2F</th>
<th>Service Learning in community (collective)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asynchronous**</td>
<td>Online Presentations and Forum Discussions</td>
<td>Viewing video or recorded meeting</td>
<td>Small groups meeting online</td>
<td>Service Learning in community (individual)</td>
</tr>
</tbody>
</table>

* At times, it may be appropriate to combine two options within this row; for instance, a group of learners may meet in a classroom with a few distance students joining by video conference.

** At times, it may be appropriate to combine two options within this row; for instance, a small group may meet online for a virtual presentation.

Scheduling - 2 hours synchronous + 2 hours asynchronous = 4 hours of class time that week

It is important to note that when moving a classroom or online course to a blended format, Regis University fundamentally rethinks and redesigns the course to optimize student engagement and learning. Each type of learning experience shall be used so that the strengths of each collectively build a unique learning experience.

Course Development – this is a unique new way of designing and developing courses; not just combining existing ground-based and online curriculum.