



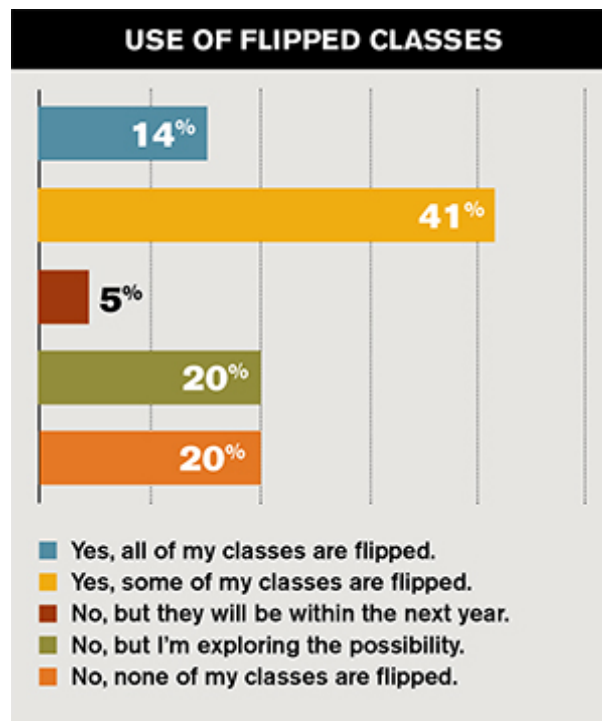
Volume 2, Number 14 | November 11, 2016

Teaching with Technology

55 Percent of Faculty Are Flipping the Classroom

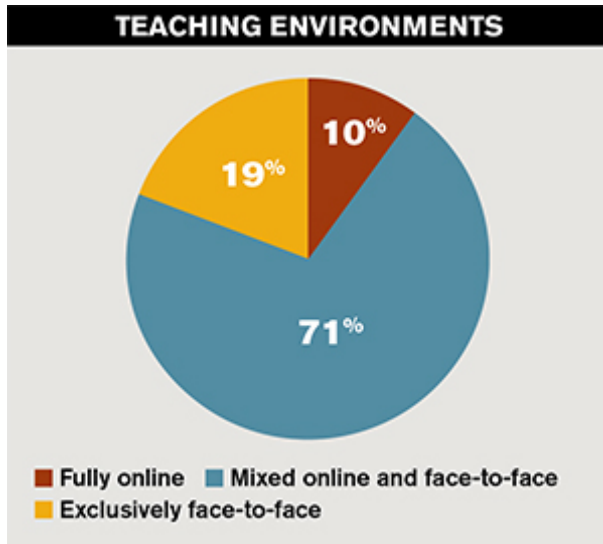
The first-ever Teaching with Technology survey gauged educators' use of the flipped classroom model, blended/online teaching environments and more.

By Dian Schaffhauser, Rhea Kelly

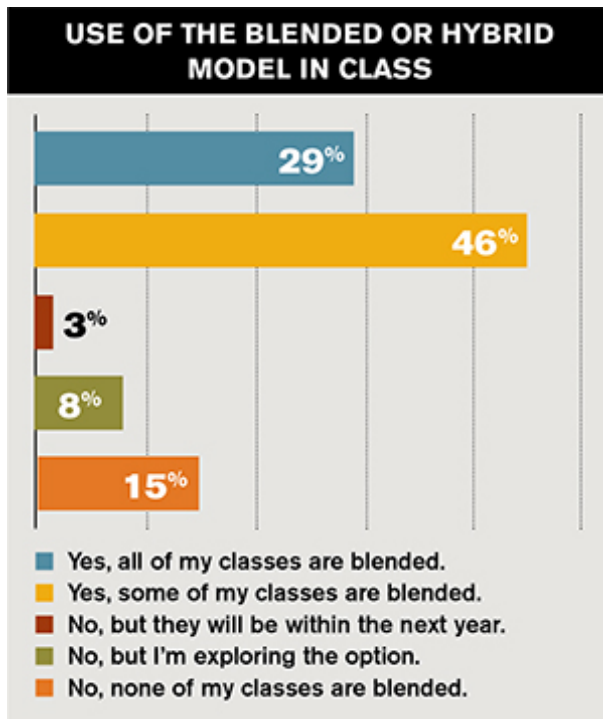


The majority of higher education faculty today are flipping their courses or plan to in the near future, according to *Campus Technology's* 2016 Teaching with Technology survey. The survey polled faculty members across the country about their use of technology for teaching and learning, their wish lists and gripes, their view of what the future holds and more.

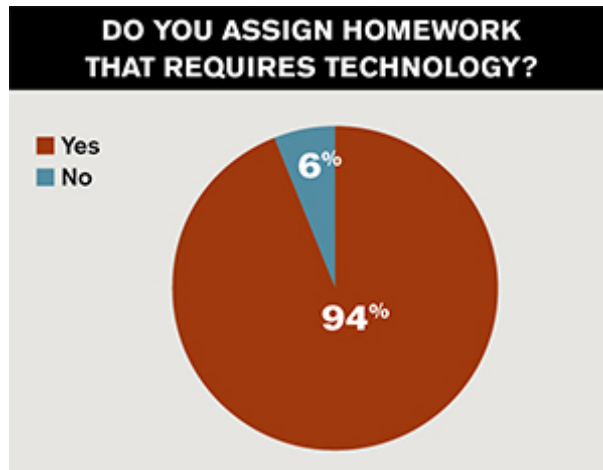
Fifty-five percent of the survey respondents said they are somewhere along the spectrum of flipping all or some of their courses, in which they ask their students to view videos or some other digital matter online before coming to school and then use class time for other activities, such as hands-on and team projects or discussions. Twenty-five percent intend to introduce the flipped model into their courses over the next year or are exploring that possibility.



We also wanted to know what kinds of teaching environments generally prevailed in higher education, so we asked faculty whether their courses are fully online, blended or exclusively face-to-face. The blended model came out on top, with seven in 10 survey respondents (71 percent) using a mix of online and face-to-face for their teaching environments. Among the remainder, more are using the traditional course approach (19 percent) compared to the online-only mode (10 percent).



Yet, when we asked people directly, "Are you using a blended or hybrid model for your classes?" the numbers came out slightly differently. There, 75 percent stated that all or some of their courses were blended. Another 11 percent said they would be moving to blended in the next year or exploring the option. The remaining 15 percent suggested that they're not doing blended instruction now, and they don't intend to in the near future either.



With so much blending and flipping going on, we wondered whether faculty expected their students to use technology for their work outside of class too. It turns out that tech use is practically a given when it comes to student assignments: Ninety-four percent of respondents said they assign homework that requires technology.

Who Responded

There are a lot of people who play a part or have a vested interest in the use of technology in colleges and universities. But for the sake of this survey, *CT* wanted to find out what faculty thought about the topic, so we targeted our questions to that role within the institution. Everybody else who responded to the survey was eliminated from the results we're sharing with you here.

We were left with 524 qualified participants who held faculty roles. Of those, 69 percent work in public institutions, 23 percent in private not-for-profit colleges and another 8 percent work in private for-profit schools. Seven in 10 institutions (71 percent) run four-year programs; the other 29 percent run two-year programs.

Our typical respondent has spent an average of 21 years in the field. Nearly half of the respondents (49 percent) have 21 years or more of experience working in higher education; the next largest group (33 percent) has between 11 and 20 years.

The respondents come from a gamut of school and college types. The top three most represented are education (19 percent), business (14 percent) and liberal arts (10 percent). Every other discipline has single-digit representation.

The average size of the institution's student body in our survey is 13,886. However, nearly six in 10 respondents work in colleges or universities with fewer than 10,000 students.

Respondents come from almost every state in the union, with particularly high representation from California, Florida, Texas, New York and Ohio, in that order. (We apologize to our Canadian respondents who felt unloved; next year we'll be sure to include your provinces as well.)



Ensuring Student Success in Online Courses (Part 2 of 4)

Clearly communicate expectations

Many students report feeling lost and confused in online learning environments. Due to lack of face-to-face contact, sometimes students are unclear on the expectations or need reassurance that they understand the expectations.

- Instructors need to provide detailed and very explicit instructions about the course format, assignments, expectations, grading criteria, etc.
- Provide a “Frequently Asked Questions” section with a list of questions that students may have about the course.
- Provide rubrics and sample assignments. Creating a short video tutorial explaining the rubric and assignment would give students a very concrete idea of the expectations.
- A quiz tool can be utilized to ensure comprehension of course responsibilities as outlined in the syllabus. Students are allowed multiple attempts to take the quiz under low pressure, which ensures confidence when utilizing the quiz tool function.



Monday Morning Mentor: Cynthia

It's a great way for you to start the week!

Join Cynthia (for no more than 20-30 minutes max) to discuss and answer questions regarding current issues important to online teaching and learning. This is a great approach to get faculty training in a compact format!

Monday, November 14, 8:30 AM - 9 AM, virtual (online)



Picnic Office Hours

Join Cynthia Johnson, our Instructional Design Coordinator, in an informal drop-in discussion. Just grab lunch from the cafeteria and find her in the red blanket on the lawn in the courtyard.

Tuesday, November 15, (12 PM - 1 PM), Courtyard (*Weather permitting*)



Articles



(Click the images to read the articles)



[10 Innovative Ways To Boost Online Learner Retention](#)

By Christopher Pappas

Source: elearningindustry.com

 Time to read: **5 min**

Is your online learner drop-off rate rising steadily? Are those who stick around actually remembering the information presented? In this article, the author will share 10 innovative ways to boost online learner retention and make them

remember the key takeaways of the eLearning course.

[Read more...](#)



[Six Tips to Make Your Visual Design Support Your Content](#)

by Crystal Rose

Source: Learning Solutions

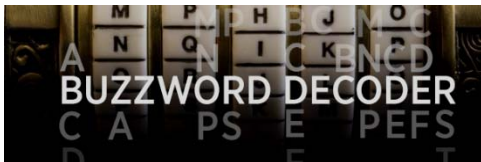
 Time to read: **6 min**

Before you wrap up your next project, circle back to some of these principles and see what you can do to elevate your

design, engage your learner, and effectively communicate your message.

It's important to understand the relationship between content and design. Content, whether good or bad, paves the way for design, and a graphic designer's job is to understand and respond to the content given to them. They need to be able to see the patterns within the materials and find a way to create a bridge to the audience.

[Read more...](#)



[Buzzword Decoder: Serious Games and Gamification](#)

by Pamela Hogle

Source: Learning Solutions

 Time to read: **3 min**

Serious learning games present opportunities to create

engaging and interesting content that learners voluntarily spend time with—and learn from.

Gamification also engages learners and might draw them in to spend more time with eLearning content.

This article explains both approaches.

Not all serious games require sophisticated graphics and artwork or the complicated bells and whistles that are expensive and time-consuming to create. Companies and educators are increasingly able to take advantage of platforms and resources that are freely available—and often are shared among eLearning developers, particularly among educators—to create serious learning games.

[Read more...](#)



Mark Your
Calendars!

NOV 21-25 Thanksgiving Break

NOV 28 Monday Morning Mentor: Cynthia

(8:30 AM - 9 AM), virtual (online)

NOV 29 Maintaining Quality and Rigor in
Short Term Online Courses

(2 PM - 3 PM) FH, Rm 127

NOV 28 **The 4-Door Approach to Effective and Engaging E-Learning Design**

(12 PM - 1 PM) FH, Rm 127

NOV 29 **The Power of eBooks in a Personalized Learning Environment**

(10 AM - 11 AM) FH, Rm 127

NOV 30 **The Future of Closed Captioning in Higher Education**

(12 PM - 1 PM) FH, Rm 127

DEC 1 **Innovation in Teaching**

(12 PM - 1 PM) FH, Rm 127

DEC 5 **Monday Morning Mentor: Arturo**

(8:30 AM - 9 AM), virtual (online)



Contact Us!

The **Office of Distance Learning and Instructional Technologies** invites faculty and staff to join and participate in our development programs. These events provide an opportunity to network with faculty from other departments, learn new instructional strategies and tools, and become aware of best practices in online teaching and learning. Hope to see you there, and don't forget to register for our workshops and sessions!

Please contact us with ideas and suggestions for future events:

Web: <http://www.untdallas.edu/dlit>

Phone: 972-338-5580

Email: UNTDDistance@unt.edu



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