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

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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)

The Sloan Consortium  

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

Models of Blending

Blending occurs at the following four levels:

- Activity Level
  - Instructor stakeholders
- Course Level
- Program Level
  - Administrator stakeholders
- Institutional Level
  - Typically refers to the role of the institution

A mixture where the exact role of the course is blended occurs. Typically refers to the role of the institution.
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 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

U.N. Food Force, called the first humanitarian game, simulates problems of getting supplies to wartime refugees.

Terrorist Bus Bombing is a virtual-reality tool to help psychotherapists treat survivors of actual terrorist attacks.
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.

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
  - 39% 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?

- Yes
- No

Unique Partnerships?

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

- Don't know: 28%
- Yes: 39%
- No: 36%
Envision the Direction of Learning

- Current status of online instruction in public health education
- Next generation of the online environment
- Technological and pedagogical advantages
Activities, Tools, and Resources Influencing Course Web Sites in the Future

Changes in Online Learning Costs by Year 2017

Pedagogical Improvements in Public Health Education Over Next 10 Years Due to Online Learning

Have you taught as a freelance online instructor for another organization or institution in the past (either for blended or fully online courses)?

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 lrm requires address pedagogy
   a. Collaboration; PBL; Case learning
5. Our data indicates necessary training support:
   b. Workshops; Courses; Degree programs
6. Technology interests and use is growing:
   c. 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


Questions???

Sample HOBlE chapters at: http://www.publicationsshare.com/
Archived talks at: http://www.trainingshare.com/