

Moving the Technology into the AU/LBS Classroom Project



Blended Delivery: Report of Survey Results

Executive Summary:

Ontario's colleges are constantly focused on providing the best learning experiences for a growing number of adult learners. Like other postsecondary institutions, colleges are investigating and adopting strategies which will support student success and increased access within a context of funding constraints. This is true not only for traditional postsecondary programs, but also for specially funded programs such as Academic Upgrading and Literacy and Basic Skills.

Some colleges have announced strategies which include an increase in blended or hybrid delivery. Courses that combine face-to-face classroom instruction with online learning and reduced classroom contact hours (reduced seat time) are known as blended delivery or hybrid delivery courses. There are two main reasons for offering blended or hybrid delivery courses: (1) to maximize student learning and (2) to maximize physical resources.

In order to assess or "take a snapshot" of the current state of blended delivery in college based AU/LBS programs, three surveys were conducted in February and March 2011. These included a survey of college AU/LBS practitioners, a survey of college Professional Development staff and a survey of AU/LBS students at six colleges. Based on these results, it is clear that:

- Blended delivery and the use of technology is the way of the future
- Students want and are prepared for flexible course delivery options
- There are challenges to developing and implementing blended delivery courses
- There are supports in place at most colleges and within the CSC network to assist AU/LBS practitioners to move forward.

This report provides an overview of the survey results. The survey instruments and a summary of all responses are also included in the appendices.

A. Background Information

This report is one component of a project which the College Sector Committee for Adult Upgrading (CSC) is undertaking. The project, Blended Delivery: Moving Technology into the AU/LBS Classroom is intended to provide the Academic Upgrading managers and faculty of Ontario's twenty-four Colleges of Applied Arts and Technology with resources and information which will enable them to review the merits of blended delivery and to undertake blended delivery in a more efficient, informed manner. Primary funding for the project was allocated by Ontario's Ministry of Training, Colleges and Universities, LBS Research and Development Fund.

Ontario's twenty-four colleges of applied arts and technology provide literacy and basic skills (LBS) and academic upgrading (AU) training to more than 31,000 adult students annually. This includes both classroom and online instruction. AU/LBS students seek to gain entry into postsecondary programs as well as improve their skills for employment and personal reasons. College AU/LBS programs are unique in that they offer regular continuous intake to students throughout the year, rather than the traditional September/January/May starts of the postsecondary cohort model. While base funding for programming has remained static, learner demand for AU/LBS training has increased. This has prompted the CSC and its members to explore opportunities to increase access to training while improving learner outcomes and curbing costs.

In April 2010 the CSC, as part of its year-end evaluation, asked colleges if they were intending to implement a blended delivery course mode, and 86% indicated yes. One important consideration for colleges has been the rising cost of textbooks and materials which support students returning to school to upgrade their literacy and academic skills. The CSC has assisted colleges by providing online learning materials, most particularly in science and math.

Interested faculty have begun using various technologies to support their classroom instruction and to support and engage learners. Some Ontario colleges, including Algonquin and Mohawk, have identified blended or hybrid delivery as a strategic focus for all program delivery.

Building on what is both an increasing need for and interest in providing programming in a blended environment, the CSC has proposed to do the "legwork" for colleges by undertaking this project and completing the following:

- 1) A literature review to identify best practices in blended delivery
- 2) **Interviews and surveys with Ontario's colleges to** create a snapshot of the current state of non-postsecondary blended delivery
- 3) Develop a reference document to inform and guide colleges as they move forward with blended delivery, building on secondary and primary research
- 4) Pilot blended delivery instruction with a minimum of six colleges across the province at both the LBS and AU level of delivery

Blended Delivery - Survey Results

- 5) Train faculty at piloting colleges on why, when and how to implement blended delivery
- 6) Train college AU/LBS practitioners at the annual June conference on the advantages and requirements of blended delivery

Building on the already significant interest of colleges in developing more flexible learning opportunities, this project will provide support and information based on primary and secondary research, enable staff to learn from pilots and provide workshops to interested practitioners. This will provide a consistent base of information and promote an effective strategy to guide future development at all colleges.

Currently, AU/LBS programs seem to be offering blended delivery based on individual college interest and ability. This project will provide some guidance to avoid false starts and the wasting of resources. It will also promote acceptance by faculty and increase confidence in their ability to deliver in blended environments. It is important that programs explore all opportunities to both curb the rising costs of text-based delivery and integrate the current and emerging resources in classroom delivery in a cost effective manner. It is also important that LBS/AU programs embrace the teaching practices which students desire, through the increased use of technology in programs.

B. Objectives and Methodology

The surveys were directed at AU/LBS practitioners (this would include faculty, support staff and managers), college Professional Development staff, and AU/LBS students at a sampling of six colleges, representing both urban and rural campuses, in several geographic areas of the province. All three surveys were designed with the input, discussion and review of the project Advisory Committee members. The members are:

- Lynne Wallace, Executive Director, College Sector Committee for Adult Upgrading
- Arlene Cronin, Consultant, CSC and Coordinator, ACE Distance
- Janet Gambrell, Associate Dean of Access, Faculty of Liberal Arts and Access, Sheridan College
- Agnes Bielecka, Program Coordinator, Academic Upgrading Program, Sheridan College
- Heather Ferguson, Coordinator and Professor, Academic Upgrading, Sault College
- Ann Marie Newsome, Academic Upgrading Advisor, Cambrian College
- Sue Slessor, Faculty, Academic Upgrading, Georgian College
- Joanne Pineda, Communications Teacher, Academic Upgrading, Georgian College
- Bev Neblett, Associate Dean, School of Interdisciplinary Studies and Employment Services, Durham College
- Susan Smith, Professor, Academic Upgrading, Durham College
- Bonnie Rudnick, Academic Coordinator, College and Career Preparation, Mohawk College

Blended Delivery - Survey Results

Online surveys were developed for both practitioners and PD staff using the Survey Monkey tool (www.surveymonkey.com) and a printed survey was developed for the student survey.

Practitioner Survey:

This survey was designed to obtain information about the current state of blended delivery in college AU/LBS programs, as well as the use of online technology in the classroom. Each program manager was invited to participate in the practitioner survey and to distribute this to all faculty and staff working in the department. A total of 146 responses were collected from 23 colleges, representing approximately 35% of the total staff working in college based AU/LBS programs. This was comprised of 80% faculty, 8% admin and 12% support staff.

PD Staff Survey:

This survey was directed at staff working in centralized PD or instructional technology and support roles at all 24 colleges. The reason this group was targeted was to determine the linkages between AU/LBS at each college and to obtain an understanding of the PD supports available to staff seeking assistance to develop blended delivery courses. Of 24 colleges, 14 staff at 11 colleges completed the online survey.

AU/LBS Student Sample:

The survey was designed to ascertain students' interest in and comfort with technology. Advisory Committee members agreed to survey students at their colleges. The surveys were paper based and distributed to classes the weeks of March 21st and March 28th, 2011. In total, 486 students at six selected colleges (and eight campuses) completed the survey. These included students at: Georgian, Sheridan, Cambrian, Sault, Mohawk and Durham. The completed surveys were sent to the Project Lead for compilation, again using the Survey Monkey tool.

C. Overview of Results

What did the survey results tell us about blended delivery?

Practitioners:

Blackboard/WebCT is the learning management system (LMS) used by the majority of colleges (18) at this time. Others include Desire2Learn (2), Angel (2), and Moodle (2).

It is noteworthy that 60% of AU/LBS programs do not use the LMS at their college. Those who do not use the LMS report their reasons as:

- don't have time to develop - 34%
- students unable to use technology - 19%
- lack of training - 17%
- unsure of benefits for students - 15%

The 40% of practitioners who are using an LMS use a variety of tools, primarily:

- links to online resources - 66%
- course notes - 60%
- announcements - 49%
- posting grades - 31%

Respondents indicated that the main barriers to using blended delivery in their AU/LBS programs are:

- student computer and Internet competencies - 57%
- continuous intake cycle - 55%
- student access to computers and the Internet - 44%
- student literacy level - 43%

While 23% of respondents (34 faculty) indicated in the survey that they were presently delivering at least one course using blended delivery, further analysis of comments accompanying this question suggests that many courses probably would not meet the formal definition of "Blended Delivery" and that the true figure is likely much smaller. Respondents gave examples which indicate that technology and online learning activities **likely augment and enhance classroom delivery, but may not replace "seat time"**. Nevertheless, the responses provide valuable insights into the range of tools and technology being used by faculty to support student success.

The tools used primarily are:

- links to online resources - 87%
- course notes - 68%
- videos - lectures, presentations, etc. - 50%

Blended Delivery - Survey Results

Activities that engage students online in a course include:

- online quizzes/tests - 74%
- assignment submissions - 71%
- online discussions - 20%

All respondents report mostly positive student comments in blended courses, including:

- Appreciate self-paced system
- Love the flexibility
- Find it convenient
- Can do course at home, too
- Enjoy feeling of independence
- Students with learning disabilities enjoy the interactive nature of the online resources
- Appreciate the one-to-one time with the instructor when needed, and the ability to work at their own pace when **they don't need help**

The faculty decision to deliver blended courses was influenced by:

- teacher interest - 54%
- student interest - 51%
- student engagement - 49%
- student learning preferences - 46%

The majority of those who stated they delivered blended courses or 27 faculty report receiving no course design training. Of the 14 faculty who do report blended course design training, 18 reported being self taught and 13 participated in college PD activities.

Significantly, faculty delivering blended courses reported their successes as:

- increased student interest - 88%
- increased student engagement - 76%
- retention - 42%

Several respondents noted that there are some challenges in their experiences with online learning, citing:

- a lack of interactive resources
- older students who are sometimes intimidated
- some students who struggle with math online
- less motivated students may not have the self discipline to work online

93% of respondents are aware of additional resources such as ACE distance and 27% have worked with publishers providing online resources.

Blended Delivery - Survey Results

Below is a sampling of the most frequently heard comments from students, as reported by survey respondents:

- *Appreciate self-paced system*
- *Like the visual aids and being able to incorporate the computer with their learning and how this reflects what they will be using when they move to post-secondary*
- *The online material is more difficult to comprehend as there is no interactive portion to it*
- *Can do course work at home too*
- *It's a fun way to learn grammar- Adds variety to schooling*
- *Nice to have a change from textbook learning. Many students with learning disabilities enjoy the interactive nature of the on-line resources*

PD Staff:

Responses were received from 14 staff at 11 colleges.

Blackboard was again cited as the learning management system used by the majority of colleges.

Almost half (47%) of the PD staff who responded do not know if AU/LBS programs use the LMS at their college, 42% do not know if AU/LBS faculty currently deliver blended/hybrid learning, yet 85% are aware that postsecondary faculty deliver blended courses.

Of those who reported comments from students regarding blended delivery courses, the comments include:

- they like being able to work on their subjects when it suits their schedules
- appreciation of the flexibility
- pros: flexible, access, convenient; cons: technical issues sometimes
- it takes extra effort to keep track of the multiple moving parts of a blended/hybrid course
- teachers need more development of their skills

Respondents cited the main influence to deliver blended courses included:

- teacher interest - 57%
- student learning preferences - 43%
- student success - 36%
- delivery in remote/off-site locations - 36%
- additional comments noted classroom space issues and management directives as other reasons for blended delivery

Blended Delivery - Survey Results

Professional development activities are available and open to AU/LBS faculty at ten of the eleven colleges responding to the survey.

Finally, respondents cited the following as the unique reasons that may make it difficult to incorporate blended delivery in AU/LBS at their college: literacy levels - 78%, continuous intake cycle - 56%, student computer literacy - 44% and computer access issues - 44%. **Additionally, one respondent commented that "there are no real barriers to this" and another indicates that "faculty within this program tend not to be as involved with the rest of the college".**

Students:

Based on the survey results, the majority of students do have access to computers as follows: in the classroom - 88%, on campus - 78%, at home - 86% and at other locations, primarily libraries - 38%.

Using online resources in class is already familiar to 70% of the students surveyed. The nature of this usage varies from online quizzes and tests - 50%, to viewing/downloading course material - 52%, to reading announcements and submitting assignments to online skill building exercises - 40%.

When asked to comment on their level of comfort using a computer, the Internet and email, **90% of students indicated that they were "comfortable" or "very comfortable", with less than 10% of students indicating that they were "not comfortable" or "somewhat comfortable" or had never tried it.**

While some students indicated that they still prefer in-class activities due to poor computer/Internet skills - 17% and some due to lack of computer and Internet access - 12%, the majority of students responded that some additional online activities would allow them to better arrange their studies around work and family responsibilities - 52%, and others would look forward to completing some course work online - 56%.

Interestingly, fully 50% of the students who responded to the survey indicated their age as between 20-29. Only 9% of the students indicated their age range as 50+.

D. Conclusions:

1. **Interest** - The survey results indicate (a) that faculty are keen to engage students and to support student success and (b) that students are keen to use online resources in combination with their face-to-face classroom interactions.
2. **Student Readiness** - The majority of students (>85%) indicated that they have computer access at college and at home and that they are comfortable using a computer, the internet and email. This is in contrast to the >50% of practitioners who indicated that students lack computer skills and computer access. According to the survey results, it would appear that students have greater access and are more confident than practitioners would believe.
3. **Training and Support** - Based on the responses from both the PD staff and the AU/LBS practitioners, it appears that there may not be a good understanding between the two groups with respect to resources available, program features and requirements. Improving the linkages between the two groups will be important as blended delivery and increased use of technology moves forward.

E. Appendices

Appendix A - College AU/LBS Practitioner Survey and Results

Appendix B - College PD Staff Survey and Results




Appendix C - College AU/LBS Student Survey and Results

B. Clark, Project Lead
beaclarke@cogeco.ca























Appendix A

College AU/LBS Practitioner Survey and Results

1. Please indicate if you are:






		Response Percent	Response Count
Faculty		79.5%	116
Admin		8.2%	12
Support Staff		12.3%	18
		answered question	146
		skipped question	0

2. Please indicate your college:

		Response Percent	Response Count
Algonquin		0.7%	1
Boreal		2.7%	4
Cambrian		8.2%	12
Canadore		2.1%	3
Centennial		1.4%	2
Confederation		3.4%	5
Conestoga		6.2%	9
Durham		4.8%	7
Fanshawe		6.8%	10
George Brown		0.0%	0
Georgian		11.0%	16
Humber		2.7%	4
La Cite		2.1%	3
Lambton		2.1%	3
Loyalist		2.7%	4
Mohawk		0.7%	1
Niagara		6.8%	10
Northern		4.1%	6
Sault		0.7%	1
Seneca		8.9%	13
Sir Sandford Fleming		2.7%	4
Sheridan		10.3%	15
St. Lawrence		7.5%	11

St. Clair		1.4%	2
		answered question	146
		skipped question	0



3. What type of LMS-Learning Management System is in use at your college?

		Response Percent	Response Count
Blackboard		51.4%	75
WebCT		24.0%	35
Desire2Learn		7.5%	11
Moodle		10.3%	15
Angel		6.8%	10

Other (please specify) 20










		answered question	146
		skipped question	0

4. Do you use the LMS with your AU/LBS courses at any level, even if not in a blended/hybrid mode (e.g. posting course notes, announcements)?

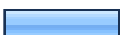





		Response Percent	Response Count
Yes		40.4%	59
No		59.6%	87

		answered question	146
		skipped question	0




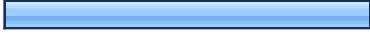

5. If you answered Yes in Question 4, what tools are you using? Check all that apply:

		Response Percent	Response Count
Blogs		1.8%	1
Wikis		5.5%	3
Announcements		49.1%	27
Course notes		60.0%	33
Online grades		30.9%	17
Links to online resources		65.5%	36
Videos - lectures, presentations, etc.		36.4%	20
Audio - lectures, presentations, announcements		16.4%	9
Podcasts		3.6%	2
	Other (please specify)		19
answered question			55
skipped question			91



6. If you answered No in question 4, why not? Check all that apply:

		Response Percent	Response Count
Lack of training		16.9%	11
Don't have time to develop		33.8%	22
Unsure of benefits for students		15.4%	10
Not interested		0.0%	0
Lack of support at college		4.6%	3
Students unable to use technology		18.5%	12
Students not interested		10.8%	7
	Other (please specify)		36
answered question			65
skipped question			81

7. In your view, what is unique to AU/LBS program structure that may make it difficult to incorporate blended/hybrid delivery?

		Response Percent	Response Count
student computer and internet competencies		56.8%	83
student access to computer and internet		44.5%	65
literacy level		43.2%	63
continuous intake cycle		54.8%	80
non-postsecondary programs are not "in the loop"		21.9%	32
	Other (please describe)		20
		answered question	146
		skipped question	0

8. Do you currently deliver one or more blended/hybrid courses?

		Response Percent	Response Count
Yes		23.3%	34
No		76.7%	112
		answered question	146
		skipped question	0

9. Please identify the course subjects that incorporate blended/hybrid delivery.

**Response
Count**

37

answered question

37

skipped question

109

10. How is the course structured? (For example, 2 hours in class plus one hour online)

**Response
Count**

29









answered question

29






skipped question

117

11. What tools are you using (check all that apply):

		Response Percent	Response Count
Blogs		7.9%	3
Wikis		10.5%	4
Announcements		42.1%	16
Course notes		68.4%	26
Links to online resources		86.8%	33
Videos - lectures, presentations, etc.		50.0%	19
Audio - lectures, presentations, announcements		26.3%	10
Podcasts		5.3%	2
	Other (please specify)		11
answered question			38
skipped question			108

12. What activities are your students engaged in (check all that apply):


		Response Percent	Response Count
Discussions/ Forum posts		20.0%	7
Chats		11.4%	4
Electronic assignment submission		71.4%	25
Online quizzes and / or tests		74.3%	26
Blog posts / reviews		5.7%	2

Other (please specify) 8

answered question 35

skipped question 111

13. What are students saying about their involvement in your courses?

		Response Percent	Response Count
Mostly positive comments		100.0%	38
Mostly negative comments		0.0%	0

answered question 38

skipped question 108

14. What are the most frequently heard comments from students:







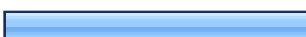


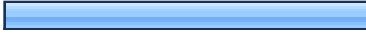
	Response Count
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22



answered question 22

skipped question 124







15. Which of these factors influenced your decision to deliver a blended/hybrid course? Check all that apply

		Response Percent	Response Count
Age of learner		28.6%	10
Level of Learners		28.6%	10
Level of student computer expertise		37.1%	13
Impact on retention		40.0%	14
Student interest		51.4%	18
Delivery in remote/off-site locations		14.3%	5
Student learning preferences		45.7%	16
Cost effectiveness		22.9%	8
Student engagement		48.6%	17
Teacher preference/interest		54.3%	19
	Other (please specify)		15
	answered question		35
	skipped question		111




16. Did you receive blended/hybrid course design training?

		Response Percent	Response Count
Yes		34.1%	14
No		65.9%	27
	answered question		41
	skipped question		105

17. If you had blended/hybrid course design training please identify the type. Check all that apply.

		Response Percent	Response Count
Self taught		72.0%	18
College Professional Development		52.0%	13
PD- other organizations		20.0%	5
Peers		16.0%	4
In class course		12.0%	3
Online course		24.0%	6
	Other (please describe)		4
answered question			25
skipped question			121



18. Please describe the successes you have had: Check all that apply

		Response Percent	Response Count
Increased student interest		87.9%	29
Increased student engagement		75.8%	25
Retention		42.4%	14
	Other (please specify)		7
answered question			33
skipped question			113



19. What has not worked? Please describe

		Response Count
		10
answered question		10
skipped question		136

20. ACE Distance is available online. Were you aware of this?

		Response Percent	Response Count
Yes		93.2%	136
No		6.8%	10
answered question			146
skipped question			0

21. Have you worked with a publisher that has provided e-learning/online support or resources?

		Response Percent	Response Count
Yes		26.7%	39
No		73.3%	107
answered question			146
skipped question			0

22. If you have worked with a publisher, how did this work?

**Response
Count**

34

answered question

34

skipped question

112

23. Comments?.....

**Response
Count**

20

answered question

20

skipped question

126

Comments from AU/LBS Staff Survey

Question 3: What type of LMS - Learning Management System - is in use at your college?

- we have a number of on-line based materials to supplement our in class component
- and Independent resources
- we use separate folders on the L drive at the college. Students have access to course material and resources for computers, English, math and science.
- Only for some of our courses
- SLATE
- We have separate folders at the colleges L: Drive where students can obtain some of their course material and resources for computers, English, math and science.
- internet tutorials to reinforce concepts
- nothing - forcing one of the above answers
- Unsure
- We are in the process of determining the next LMS as our WebCT will not be usable soon.
- Student 411
- N.B. WebCT CE6 /Blackboard CE (WebCT was acquired by Blackboard in 2006). It is therefore the same product.
- Moodle is also used for ACE-Online courses.
- Also Moodle
- TLM is used for Grammar, but this platform is being changed currently. ACE Online courses use the Moodle platform.
- Centra
- tlm
- d2l coming soon
- We are just migrating from TLM to Desire2Learn.
- Delicious Website - website you can post websites for students to access for extra help, classroom material, supplementary resources etc
- desktop PCs
- Unknown (but survey required that I select an answer)

Question 5: If you answered Yes in Question 4, what tools are you using? Check all that apply:

- discussion forums, chats, messaging system, assignment submission
- Instruction pages for independent, computer-linked activities. On;line self-instruction and self-assessment. Electronic assignment submission.
- text supports
- documents available on-line: virtual science labs are posted before the virtual lab class is scheduled
- Emails and use of Blackboard for the students.
- mostly use blackboards and PPt presentations ,emails etc.
- Some ACE Online Course Materials accessible through Blackboard
- Some courses use online Discussion Board
- Providing course assignments and resources for faculty.
- ACE on line MTCU
- online ACE through TCU
- developing learner satisfaction survey to be accessible online through Student 411
- Email
- assignments and homework are posted
- Intro to Web CT workshops for our students in preparation for post secondary (where they will use Web CT frequently).
- discussion boards
- We have a grammar/language component for all LBS/ACE communications courses that is on TLM (soon to be on D2L). It is a comprehensive test bank that produces both practice exercises and supervised tests.
- link to textbook website for extra resources, self tests, demonstrations etc
- Besides our face-to-face classes, we have online delivery and rely on Centra and Blackboard to reach students in distant communities. I use Bb for math computer-marked tests and use the email component to give students feedback between classes.
- Informal testing for math

Question 6: If you answered No in question4, why not? Check all that apply.

- Some students don't have access to computers; others, time out of class. My classrooms are not computer-equipped.
- Not used with this specific course
- presently don't have the courses structured in this way/ face to face learning
- I was only able to check one box, but I also would like to select don't have time to develop and lack of support at college
- As a sessional teacher, I do not use Moodle, but the full-time staff does. If it affects my course material, I am unaware and prefer not to make assumptions.
- N/A to delivery method
- LMS is currently under construction for the AU Program
- It has not been included in the administering of LBS.
- I teach a hands-on, book based, MS Office program. It is individualized learning with a Professor present.
- We are in the process of integrating D2L into our program.
- Picked "Don't have time to develop" but should now add "Lack of training". The Ace Biology and ACE Chemistry online courses were just recently purchased by our Academic Upgrading department. For students to benefit I will need a wee bit of training to offer these as pot-hole free courses.
- Use with students does not apply to all subjects.
- Requires a lot more administrative work to have students added to courses, courses created on FOL, etc.
- Can't check all that apply
- was only able to check one I wanted to check 5 of the options
- Continuous intakes make it difficult to get students access to college LMS.
- lack of training, no time to develop, students unable to use the technology
- No funding for upgraded technology and software. students unable to use technology at home due to lack of funds limited use due to knowledge
- our students are adults with busy lives, not enough knowledge of technology, ... old school
- students not interested, especially if it means them getting off of Facebook and YouTube
- We use tracking sheet instead
- not available to me at this time
- Most of these apply but your survey will only accept 1 answer instead of ALL THAT APPLY!
- Also: students unable to use technology, and lack of training
- Don't have time to develop and students unable to use technology
- Program is continuous entry and students are at a variety of levels. All handouts are provided, but not available online. I am waiting for the new platform before I put time into developing online resources. Half of my students are tech savvy, and the rest are given many opportunities to increase familiarity.
- I do not deal directly with the students
- most of the above
- it is my understanding that the LBS learners are not given Blackboard access as part of their enrollment. Only one account is available for the entire LBS program

- Continuous intake model in program makes it difficult - there is no set class for each semester. Also the number of computers in our area is limited.
- Hard to integrate WebCT with continuous intake program.
- It has not been incorporated into the current curriculum
- Not currently in place for AU/LBS program.
- Unsure why
- unable to answer all that apply

Question 7: In your view, what is unique to AU/LBS program structure that may make it difficult to incorporate blended/hybrid delivery?

- students seem to prefer to rely on one-on-one interaction with the teacher, to have their particular questions answered right away; their are very specific in their question while their lack of ability to make connections prevent them to benefit from resources that don't fit exactly what they read from their textbooks, particular in math
- Some classrooms only have 3 computers.
- Don't have time to develop--more and more work is downloaded--larger class sizes--weekly intakes--presently, struggling to stay on top
- Many of the students have learning disabilities and a long history of struggling with learning new skills. They need a lot of personal encouragement.
- The time to develop, to upload, and teach the new students how to retrieve/use WebCT
- We find blended learning very successful for some courses, and not so much for others.
- Insufficient computer equipment/lab space to incorporate extensively in AU programming
- nothing
- had to choose something because the survey would not allow me to leave this blank

- for many, it's the face-to-face support of a classroom and peers, as well as the relationship with instructor and support staff that keeps them engaged. For many, this engagement wouldn't happen "on-line". For others, it may be great.
- Students like face to face interaction big time.
- Semester system used in PS and the use of Banner makes it difficult for our students to fit the mould.
- So many students benefit more initially at the lower subject levels with 1|1 support from faculty with some who may be interested in online learning once they gain confidence & are fully aware of their learning style strengths & weaknesses
- Just the time to develop it and add it to the curriculum (Actually, I do not feel that we aren't in the loop, but the Survey Monkey made me choose one)
- Only 4 computers in a classroom of 15-20 students.
- The TLM platform that we are currently phasing out has not been well-suited to online delivery. We are optimistic that the new platform (D2L) will be much more useful and enable more blended/hybrid delivery.
- Students require daily face-to-face instruction and assistance
- (lack of computers for number of students)
- maturity/motivation levels
- I don't want to check any of the above but have to in order to submit the survey. If there are any difficulties, it's usually because of the technology. It's more of a challenge to conduct biology or any science labs at a distance vs face-to-face. Also, doing speaking & listening workshops at a distance does present a challenge, but more from the technology side of things. The students themselves are great with using the technology as long as they have equipment and band width.
- When we did attempt to incorporate our levels into the WebCT system it created many challenges, the biggest of which included having multiple teachers for each level, continuous intake/exit, one year term, too many learners - we actually maxed out the system.

Question 9: Please identify the course subjects that incorporate blended/hybrid delivery.

- English
- GED, ACE, AU
- ACE Biology and Chemistry
- ACE biology and ACE chemistry
- ACE Communications, ACE Self-Management, ACE Computers
- Media Studies
- Self-Direction
- we will have ACE biology and ACE chemistry to deliver to interested students once they are developed
- Science
- ACE Communications, Self Management, Computers
- English (Communication)
- Our computer courses
- Just to clarify we will have ACE Biology and ACE Chemistry to deliver to interested students once we sort out the kinks.
- Math 070
- math using internet tutorials
- Level 3-5 and all ACE courses
- Science - Biology & Chemistry
- Computer training excel, word, windows, internet explorer, powerpoint
- TEFL/TESL program.
- Biology and chemistry classes
- Orientation
- Biology, Chemistry, Math, Comm
- All of our computer courses
- Introduction to Computers
- Self-Direction
- communications, math, self mgmt, computers
- Communications
- Level 3/4 Communications
- computers
- Grammar
- career development
- physics, biology
- Org behaviour
- Biology, chemistry, computers
- Math and communications. We have also done Speaking and Listening Workshops using video conference equipment with students face-to-face and at a distance in the same classroom.
- ACE CORE
- ACE CHEMISTRY

- All ACE level curriculum including Math, Communications, computers, biology, chemistry, physics, self management/self direction
- Communications
- Math
- Chemistry
- Biology

Question 10: How is the course structured (for example, 2 hours in class plus one hour online)?

- 8 hours in class plus 1-2 hours online.
- Random time frames between classroom and online
- All in class, self-paced, with access to computers; students accessing online activities on as per need basis during class and after hours.
- 4 hours lecture in class and 2 hours on line for the virtual lab activity; the virtual lab activities are scheduled in the computer lab
- Students get a lap top and then work at their own speed. Students follow the course outline. Faculty are available to assist as requested.
- Media Studies: assignments include YouTube videos
- Self-Direction: Must refer to material online to complete assignment.
- There are 12 available hours in class and the students can access WebCT at any given time they have available.
- Students sign out laptop computers at the beginning of each class. All instructions are on-line. Instructors are available to explain, mark, and provide additional assistance. Often additional material and direction is also required.
- 3 hour class 1 hour tutorial and ad hoc computer access in class
- Online is as needed - not formally scheduled
- Depends on the level some 50-50% others 75%-25%
- varies upon the lesson
- 3 hours in class, 3 hours online - per week.
- 8 hours in class and 4 hours online
- We have "lab hours" that students are assigned to where they can work on computers
- Parts of the curriculum are done entirely on line
- 2 hours in class; assignments, assessments, gradebook and resources online
- work at own pace - course materials on line with instructor presence in the room for assistance and instruction
- three hours in class once/ week and then WEB CT delivers info and allow for chats at any time.
- 3 hours per class
- all is taught on line
- At own pace along with other work/subjects
- not formal - time is given throughout the week for students to access ANGEL
- 2-4 hours in class, unlimited online
- 3 hrs with internet presentations
- self directed learning, students ask questions when needed and access the online materials when required

- Each one is different. For math, the student is online working with the teacher in real time, but is able to write online tests through Blackboard whenever he/she wants. The computer marks the tests and the student sees the results and later when student & teacher meet in class again, they can view the test together using app/share. They're able to discuss results and change marks if necessary. For communications, classes are held each day on Centra in real time and many assignments are sent back and forth as attachments through emails. A "track-marking" feature in Word is used to mark written assignments. App/share can be used to look at magazines or articles individually or together as a whole class.
- computers 3 hours in class - simultaneously online and 1 hour extra online out of class
- Evening program - 6 hours per week in class available but majority of hours are independent study online
- On line resources are there to augment the learning process. Students can access the on-line resources to assist in their progress or to help in grasping concepts. (video lectures etc...)

Question 11: What tools are you using (check all that apply):

- none
- lectures, group learning
- virtual lab activities are done on-line but submitted in paper
- I have a personal website that I use as an archive of classroom supports that I share with students when relevant to their studies.
- college web page
- Discussion groups responding to questions, chat lines open at certain specified hours
- Self-training assessments with paper handouts to support material.
- discussion boards
- online website for textbooks have interactive learning activities, demos, self tests/quizzes
- See answer to # 5 and # 10
- Blackboard, SMART board technology -access to on-line lectures

Question 12: What activities are your students engaged in (check all that apply)?

- None
- Text reading, text exercises
- they check the announcement I post, including the on-line resources
- learning styles inventory
- electronic drop boxes for assignments
- web links to online resources
- checking grades, reading assignments as posted
- None
- interactive demos, cyber chemistry labs on the computer
- On-line videos/ lectures, on-line interactive labs, on-line interactive learning sites

Question 14: What are the most frequently heard comments from students?

- appreciating self-paced system
- - a very useful preparation for post-secondary program functioning
- Availability of faculty for one-on-one assistance and support is essential.
- They like the visual aids and being able to incorporate the computer with their learning. How this reflexes what they will be using when they move to Post-Secondary.
- Most often we hear how much they appreciate the one-on-one time with the instructor when needed, and the ability to work at their own pace when they don't need help.
- Program is too long
- That they find it difficult to get immediate feedback on administrative issues due to the evening schedule of classes.
- Find it to be convenient
- -I wish high school was like this
- -I like going at my own pace
- They like the blend of technology with in class lectures
- This class is fun (LBS) their favourite class
- Students love the flexibility of the computer class delivery
- The online material is more difficult to comprehend as there is no interactive portion to it
- Some students love having online assignments and materials; however, some students do not have computer access at home and must complete the online work when on campus.
- enjoyed feeling of independence
- can do course at home too
- students like the "instantaneous" nature of being in contact at any time, at their convenience....students love the instant feedback of grades posted...students hate technological problems.....some students prefer the face-to-face weekly classes and contact with a teacher...
- Due to programs operating differently on different systems, not all instructions are compatible. This provides a great tool for how the real world works.
- It is a fun way to learn grammar. Adds variety to schooling.
- glad to be introduced to it here rather than for a graded post secondary
- they appreciate the online access to the textbook's additional learning resources
- They are so happy to be able to continue their education without having to move away from their home towns. Some are happy that they can continue to learn even though they have a baby/babies at home. Others are happy that we're flexible and they can be online with us in the evenings after work.
- Nice to have a change from textbook learning. Many students with Learning Disabilities enjoy the interactive nature of the on-line resources.

Question 15: Which of these factors influenced your decision to deliver a blended/hybrid course? Check all that apply.

- resource availability
- no possibility for real science labs
- Using the computer is helpful because in our present society computer literacy is essential.

- I did not design the course.
- It was a Tri-Campus decision
- in today's world, we feel it is important for all of our students to become familiar and comfortable with the electronic world of computers and the internet.
- In addition, we have a class of students of various ages, abilities and taking different courses. Like all of our programmes, these are constant intake and curriculum driven. They are really not that much different from text based courses except that all material is on-line and being accessed over the internet. The ability to submit on-line and grade is also a convenience for those who are not able to come into the classroom every week. .On-line learning allows them to proceed until they are able to come in for additional assistance and direction.
- college initiatives
- Convenient for students.
- impact on pace
- lack of resources
- Most post-secondary courses require use of LMS to some degree, so this course prepares them for post-secondary in that way...among others.
- need time to develop the courses
- Compulsory part of program - I had no say, but I support it.
- # of computers to student ratio is an issue. Also, some students do not own a computer at home; therefore, find it difficult to access the technology after hours.
- All of the above were reasons we wanted to reach out to as many learners as possible to give them an opportunity to continue with their education. We're trying to remove all obstacles to learning.

Question 17: If you had blended/hybrid course design training please identify the type. Check all that apply.

- none
- does not apply
- Taking online courses myself...picking up hints from that format.
- Did some on-site volunteer training in TLM.

Question 18: Please describe the successes you have had. Check all that apply.

- none
- the lab activity is mandatory
- Students liking having control of their progress; however, they do not learn as well from a computer screen as they do from a text. There is a tendency to scan and not read carefully enough. Also, editing work is a problem and poorly done on computer screens.
- students are able to see other ways of doing things . they are able to watch solutions at their own pace and during times when instructor is not available
- younger students enjoy being on the computer
- ability to involve students in topics not available in a normal classroom setting
- able to address various learning styles through the use of white boards (ie: police and fire diagrams) and links to live Toronto Fire reports and web cams

Question 19: What has not worked? Please describe.

- Mathematics online does not work well. Our students have a history of struggling with math and need one-on-one teaching. I have also observed that students working on ACE Communications, ACE Computers and Ace Self-Management often progress more slowly than I think they would if they were working in a classroom environment.
- Math. Students who have had difficulty in the past as most of our students have, need much more direction and assistance than on-line provides. Also, they need the availability of the text to go back and forth between chapters. Finally, it's important that struggling math students have the constant support and assistance of a teacher who can use all of his or her bag of tricks to make concepts clear. On-line cannot diagnose the math problem or anticipate the degree of frustration a student will have.
- some students require in depth analysis of their error patterns before they can progress and this often is not available with the tutorials on line
- older students are sometimes intimidated
- slow typers are frustrated
- lack of interactive resources
- Some students do not keep up with the assignments because they "forget" to go online. However, those same students tend to be less motivated anyway.
- students don't like being graded on the number of responses: I agree...would rather say one thing eloquently, than have to provide 3 responses in one day...
- Having students be able to progress from home. Instructor is needed to login and release tests for students throughout the grammar levels.
- we are just piloting these courses, so feedback to come
- having all the students buying into utilizing the technology - it is not a required activity at the moment - just another suggested learning tool.

Question 22: If you have worked with a publisher, how did this work?

- Well.
- Too much time for student to invest to get up to speed
- We regularly use publishers' electronic resources which are supplementary to several core texts..
- we have had some custom materials created and have used on-line supports provided
- They suggested resources. We previewed & implemented.
- The publisher gave us online access to the textbook, along with study tools, such that students could access the notes/work anywhere.
- Very well--the publisher has effective learning materials--the publisher has been very cooperate--the students have found the material online very helpful--When I start students in a text, I will get them online so that they can access the materials.
- Sessions were done through skype and online, and worked quite well.
- We use townsend press online learning; it is very effective
- Unable to take advantage due to scheduling problems with computer lab space
- In Math, the e-learning support was tied to purchase of texts. Once the licenses were used, we did not need more texts, and the purchase of additional licenses was prohibitive. The publisher was not able to provide support that was not license-based (cost per user). The e-learning option was attractive to some students, who came to prefer it over traditional text-based material. However, they tended to skim over the learning material and go directly to the practice questions, which ended up being inefficient as they were redirected to relearning. In Communications, we felt the publisher's materials were not the best choice for our program.
- I don't understand the question. In what context do you mean "publisher" and how did WHAT work?
- Benchmark series of books
- We use the Townsend Online exercises for reading and vocabulary building. We also use websites for grammar, paragraph writing etc.
- our Academic advisor works with our Con Ed dept and enrolment has increased
- Resources sent to the coordinator of the program and she shared this info. with the students.
- more self learning and support if there was a problem.
- Online resources, access to materials not in the textbook...
- very well
- Available, but some of the resources were not applicable to the specific course that I was facilitating.
- They had their own Website and Tech support. Students accessed as required. Students DID NOT like the online aspect of learning. They stated that the reason they came to a college was for the hand holding face to face support
- some students , particularly older students with little or no computer skills, still prefer a chalk and talk classroom.....they feel worse when young er students adapt well to e-learning
- I completed training with Contact North. Great - more a personal time commitment why I haven't taken the learning further.
- Use their website
- ok

- Not sure what #21 and #22 are asking.
- We have access to course content, tests, quizzes and videos via our math textbooks.
- Many of our texts have on line resources that are optional work for learners
- It has worked well for the LBS biology course, but I was not satisfied with the Chemistry offering
- Several of our textbooks, including The Least You Should Know About English and our biology text, have additional online resources - notes, practice exercises, etc.
- I have taken my Teacher/Trainer for Online Learning certificate online and therefore have garnered various materials from various publishers. I have also participated in the GO online project which has been published as a resource, and a project with Contact North.
- I'm not sure what is meant by a publisher. I've worked with AlpaRoute/AlphaPlus and Centra.
- after adaptation of the text, a password and site link was provided to access online teacher resources and test banks
- good support and great resources provided from one publisher I worked with.

Question 23: Comments? ...




- Re: # 4 & 5. Although not formally on the LMS network, we have been using many electronic resources and tools day-to-day as part of the regular program. LMS site is in development.
- The design for the blended model should address the fact noticed in post-secondary: so many students using technology for socializing/activities not related to the course topic.
- As math teachers, we're trying to strengthen students' number sense while their use of calculators even for the simplest mathematical operations doesn't seem to help. Bringing even more technology, particularly for students struggling to multiply 2-digit numbers, and who depend on their teachers to be introduced to a new math concept or to understand their calculation errors, may not be the solution.
- require training to offer ACE biology and chemistry to interested students.
- Will investigate working more closely with publishers to access e-learning materials and support. Also have one staff who is currently on the 'Moving Technology into the LBS classroom to try and increase our understanding and use of technology in our classes.
- Would like training to offer ACE Biology and ACE Chemistry to interested students.
- Questions 21 and 22 are confusing.
- Our learners come with many needs and many avenues need to remain accessible for them to succeed. In the 10 years I've been involved with non-traditional learners, they struggle with classroom settings initially. Students would need to be functioning at pretty high level to benefit. I'm really interested in getting more information.
- I would love to incorporate this model with my AU class. I think it would go a long way to improving both the students computer and internet literacy as well as their confidence.
- Some students access materials via AlphaPlus, but these are the ones who are more self-directed & -disciplined in their learning goals and achievements.
- I think there is the potential to have added value with on-line resources, but face-to-face contact provides a level of interaction that is important to instil confidence and provide a guided learning experience that translates into post-secondary success. Many students do not have the confidence to begin the learning experience without the reassurance of a friendly face. They often have many emotional barriers to learning, which need to be dealt with individually and on an on-going basis, and that are only apparent when talking one-to-one. I think having a strong on-line component is fabulous for strong learners, but it should not be at the expense of face-to-face contact that is so valuable in instilling confidence and good work habits in the average to weak students, who are in the majority.
- would be very interested in trying to adapt ACE Distance in my teaching !
- Cathy TeKamp
- The survey was not programmed properly. Questions which require us to "check all that apply" do not work. Only one option is possible. I have therefore included the rest of my answers in the "other" box below each question.
- ACE online material is too advanced in its communication methods and content for most of our AU and LBS students; they require more guidance than this delivery method. I think ACE online courses are great for tech-savvy, time-managed, and motivated students.
- The questions that ask Check all that apply doesn't work
- I am using online videos (CBC TV) to build summarization skills in our LBS English. I can't wait for the new platform to play with and update materials/delivery.

- online resources must exactly match the lesson in class otherwise students get disorientated and more confused
- I think blackboard access if information would be of help to students rather than the Ad hoc method of sending supplementary information to students via email. An accessible store house of material could be controlled and delivered to each learner as they needed it.
- Many of our LBS/AU students have not been successful in school in the past. I believe that most of them need as much classroom time, one-on-one with a teacher as they can possibly get. I find most do not learn particularly well from technology, particularly in Math.
- Quite a few of our students take ACE on-line courses in addition to courses in class in our LBS program. They get the experience of doing on-line courses prior to starting a post-secondary program.
- I can see a great benefit for hybrid delivery at our college, however I can also see the requirement for a great amount of work to implement this. I am not afraid of the work, but would like to be provided with ample time to make this work properly. I think this would be a great asset to the students in our AU classroom

Appendix B

College PD Staff Survey and Results






1. Please indicate if you are:



		Response Percent	Response Count
Faculty		35.7%	5
Admin		50.0%	7
Support Staff		14.3%	2
		answered question	14
		skipped question	0



2. Please indicate your college:

		Response Percent	Response Count
Algonquin	<input type="checkbox"/>	7.1%	1
Boreal		0.0%	0
Cambrian	<input type="checkbox"/>	7.1%	1
Canadore		0.0%	0
Centennial	<input type="checkbox"/>	7.1%	1
Confederation	<input type="checkbox"/>	7.1%	1
Conestoga		0.0%	0
Durham		0.0%	0
Fanshawe		0.0%	0
George Brown	<input checked="" type="checkbox"/>	14.3%	2
Georgian		0.0%	0
Humber	<input type="checkbox"/>	7.1%	1
La Cite		0.0%	0
Lambton	<input type="checkbox"/>	7.1%	1
Loyalist		0.0%	0
Mohawk	<input checked="" type="checkbox"/>	14.3%	2
Niagara	<input checked="" type="checkbox"/>	14.3%	2
Northern		0.0%	0
Sault		0.0%	0
Seneca	<input type="checkbox"/>	7.1%	1
Sir Sandford Fleming		0.0%	0
Sheridan		0.0%	0
St. Lawrence	<input type="checkbox"/>	7.1%	1



St. Clair	0.0%	0
answered question		14
skipped question		0

3. What type of LMS-Learning Management System is in use at your college?			Response Percent	Response Count
Blackboard			57.1%	8
WebCT			7.1%	1
Desire2Learn			14.3%	2
Moodle			14.3%	2
Angel			7.1%	1
Other (please specify)				2
		answered question		14
		skipped question		0










4. Do you know if the LMS is used by faculty in Academic Upgrading/LBS program delivery?			Response Percent	Response Count
Yes			57.1%	8
No			42.9%	6
		answered question		14
		skipped question		0

5. Do post secondary faculty deliver blended/hybrid courses at your college?			
		Response Percent	Response Count
Yes		85.7%	12
No		0.0%	0
Don't know		14.3%	2
answered question			14
skipped question			0

6. If you answered Yes in Question 5, what areas/schools are delivering the most blended/hybrid courses?		Response Count
		12
answered question		12
skipped question		2

7. What are students saying about their experience with blended/hybrid delivery?			
		Response Percent	Response Count
Mostly positive comments		42.9%	6
Mostly negative comments		0.0%	0
Don't know		57.1%	8
answered question			14
skipped question			0


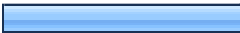
8. What are the most frequently heard comments from students:		Response Count
		9
	answered question	9
	skipped question	5

9. Which of these factors influenced faculty to deliver blended/hybrid course? Check all that apply			
		Response Percent	Response Count
Age of learner		21.4%	3
Impact on retention		14.3%	2
Student success		35.7%	5
Delivery in remote/off-site locations		35.7%	5
Student learning preferences		42.9%	6
Cost effectiveness		28.6%	4
Student engagement		35.7%	5
Teacher preference/interest		57.1%	8
Availability of professional development/training		35.7%	5
	Other (please specify)		8
	answered question		14
	skipped question		0



10. Please describe the training/professional development that is available at your college to faculty wishing to deliver blended/hybrid courses?

	Response Count
	13
answered question	13
skipped question	1

11. Do you have examples of PD flyers, descriptions, or practices you are willing to share?

		Response Percent	Response Count
Yes		64.3%	9
No		35.7%	5
Name and email of contact person for resources			9
answered question			14
skipped question			0

12. Are these training/professional development activities available to AU/LBS faculty?

		Response Percent	Response Count
Yes		92.9%	13
No		7.1%	1
answered question			14
skipped question			0






13. Approximately, what percentage of AU/LBS faculty at your college currently use some type of online learning in their teaching (at any level):

		Response Percent	Response Count
0%		15.4%	2
less than 50%		23.1%	3
more than 50 %		23.1%	3
Don't know		38.5%	5
answered question			13
skipped question			1

14. Approximately, what percentage of AU/LBS faculty currently implement true blended/hybrid learning in their teaching at your college:

		Response Percent	Response Count
0%		33.3%	4
less than 50%		25.0%	3
more than 50 %		0.0%	0
Don't know		41.7%	5
answered question			12
skipped question			2

15. In your view, what is unique to AU/LBS program structure that may make it difficult to incorporate blended/hybrid delivery?

		Response Percent	Response Count
student computer and internet competencies		44.4%	4
student access to computer and internet		44.4%	4
literacy level		77.8%	7
continuous intake cycle		55.6%	5
non-postsecondary programs are not "in the loop"		33.3%	3
	Other (please describe)		5
answered question			9
skipped question			5

Other (please specify)

1	currently transitioning to Desire2Learn	Mar 1, 2011 6:24 PM
2	We are also piloting D2L	Mar 14, 2011 2:10 PM

6. If you answered Yes in Question 5, what areas/schools are delivering the most blended/hybrid courses?

	Response Text	
1	Health	Feb 27, 2011 10:09 PM
2	School of Business, School of Community and Health Studies, School of Continuing Education	Mar 1, 2011 6:24 PM
3	Liberal Arts and Sciences Division	Mar 8, 2011 11:44 AM
4	a broad spectrum - most in areas of liberal studies I suspect and technology	Mar 9, 2011 9:13 AM
5	All Divisions offer some offerings	Mar 9, 2011 9:45 AM
6	Academic Studies	Mar 9, 2011 12:47 PM
7	Mohawk College has a strategic initiative to be a blended learning institution by 2013. All program areas are/will be developing courses for blended delivery from 2010 - 2013. Early adopters are delivering in 2010/11	Mar 9, 2011 12:54 PM
8	general education, business, con ed	Mar 9, 2011 2:00 PM

6. If you answered Yes in Question 5, what areas/schools are delivering the most blended/hybrid courses?

Response Text		
9	Urban and Community Studies - Child and Youth Worker and Concurrent Disorders	Mar 10, 2011 1:03 PM
10	Most, if not all faculties and schools are doing this. The School of English and Liberal Studies does a lot, but also the Faculty of Business, the 911/Emergency Response program, Nursing, Police Foundations...	Mar 10, 2011 1:14 PM
11	health sciences & E.C.E.	Mar 10, 2011 9:33 PM
12	All programs are required to deliver 20% of their program online using the hybrid model	Mar 14, 2011 2:10 PM

8. What are the most frequently heard comments from students:

Response Text		
1	Teachers need more development of their skills in this mode of delivery	Mar 1, 2011 6:24 PM
2	- It takes extra effort to keep track of the multiple moving parts of a hybrid course.	Mar 8, 2011 11:44 AM
3	re #7 - we hear many comments that are positive and negative. This mostly depends on how the teacher is using the LMS and whether students are required to use it or if it's simply an option. If it's the latter, they will use their own social network systems to communicate with peers	Mar 9, 2011 9:13 AM
4	Like reduced seat time and flexibility for assignments.	Mar 9, 2011 12:47 PM
5	Appreciation for flexibility Some confusion about what blended really means (some faculty confusion/fear of change as well - still early days)	Mar 9, 2011 12:54 PM
6	don't know	Mar 9, 2011 2:00 PM
7	- they like working on their subjects when it suits their schedule (most work while they go to school). - they like the flexibility	Mar 10, 2011 1:14 PM
8	pros: flexible, access, convenient cons: technical issues sometimes	Mar 10, 2011 9:33 PM
9	Students do not feel faculty use the lms to it's full power. Want more engagement	Mar 14, 2011 2:10 PM

Other (please specify)		
1	Hybrid delivery has been mandated for each program (1 course per year per program).	Feb 27, 2011 10:09 PM
2	Dealing with some classroom crunch.	Mar 8, 2011 11:44 AM
3	college policy -i.e. all grades must be submitted via LMS and all course information must be posted on LMS	Mar 9, 2011 9:13 AM
4	Flexibility	Mar 9, 2011 12:54 PM
5	space limitations due to rapid growth of enrollment	Mar 9, 2011 2:00 PM
6	Directive from Administration	Mar 10, 2011 1:03 PM
7	- availability of learning objects and other resources - "fit" with subject being delivered	Mar 10, 2011 1:14 PM
8	not-negotiable - management-driven decision	Mar 10, 2011 9:33 PM

10. Please describe the training/professional development that is available at your college to faculty wishing to deliver blended/hybrid courses?

Response Text

1	There is a 45 hour hybrid course available for instructors to take with creation of their course as the final project.	Feb 27, 2011 10:09 PM
2	Through Embanet and through inservice	Feb 28, 2011 10:37 AM
3	A course within our Teacher of Adults program, a course offering through our centre for Organizational Learning and Teaching, faculty development support	Mar 1, 2011 6:24 PM
4	Not much right now as hybrid courses are relativley new. But, there are plans to bring hybrid courses into our eLearning strategy.	Mar 8, 2011 11:44 AM
5	1. one-on-one coaching 2. full term program for faculty - 6 hours/week delivered in hybrid mode - deliverable at the end is a redesigned course 3. faculty "champions" within program areas who are using a blended model help others learn how	Mar 9, 2011 9:13 AM
6	Individual and group training sessions	Mar 9, 2011 9:45 AM
7	Full semester Hybrid Course Development program has been available since 2007. Until Spring '10 a full-course download was provided -- no longer the case. Course will be available through CE and spring semesters for faculty.	Mar 9, 2011 12:47 PM
8	F2F workshops Online modules and courses Vendor modules 1:1 with 3 Instructional Technologists and 1 Instructional Designer	Mar 9, 2011 12:54 PM
9	blended learning course that is offered a few times per year, as well as consultation in course development and design on an ongoing basis	Mar 9, 2011 2:00 PM
10	One Educational Designer and three Instructional Technologists handle the bulk of the training. There are intro workshops, tool specific training sessions, as well as one-to-one meetings available. There is a course built in our LMS to assist faculty with resources, tips, as well as promote a community of practice.	Mar 10, 2011 1:03 PM
11	- Faculty development program - some individual support from professional development	Mar 10, 2011 1:14 PM
12	eLearning, QTRC, DeskTop411	Mar 10, 2011 9:33 PM
13	All new faculty receive training in the use of the LMS and there are hybrid development workshops/sessions offered all year round....both as group based workshops and as one on one coaching	Mar 14, 2011 2:10 PM

Name and email of contact person for resources

1	Don McCahill donald.mccahill@lambton.on.ca	Feb 27, 2011 10:09 PM
2	zafar syed zsyed@centennialcollege.ca or varsha patel vpatel@centennialcollege.ca	Mar 1, 2011 6:24 PM
3	Bsmith@niagaracollege.ca	Mar 9, 2011 9:13 AM
4	Shirley Lesch	Mar 9, 2011 9:45 AM
5	Barb Smith bsmith@niagaracollege.ca	Mar 9, 2011 12:47 PM
6	Peggy French, Instructional Design - Blended Learning peggy.french@mohawkcollege.ca	Mar 9, 2011 12:54 PM
7	peggy.french@mohawkcollege.ca	Mar 10, 2011 1:03 PM

Name and email of contact person for resources

9	Volkr@algonquincollege.com . Rebecca Volk Or visit Algonquincollege.com/lts	Mar 14, 2011 2:10 PM
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Other (please describe)

1	faculty within this program tend not to be as involved with the rest of the college -	Mar 9, 2011 9:13 AM
2	Don't know enough about the program structure to comment.	Mar 9, 2011 12:47 PM
3	AU/LBS can best answer this	Mar 9, 2011 12:54 PM
4	Not sure - an intro session of the LMS was provided with invitations to follow up, but faculty felt the program was set (modules already online). There was another discussion with the program coordinator and the Associate Dean, but they decided to wait on implementation of eLearn and perhaps eventually blended delivery.	Mar 10, 2011 1:03 PM
5	There are no real barriers to this	Mar 14, 2011 2:10 PM

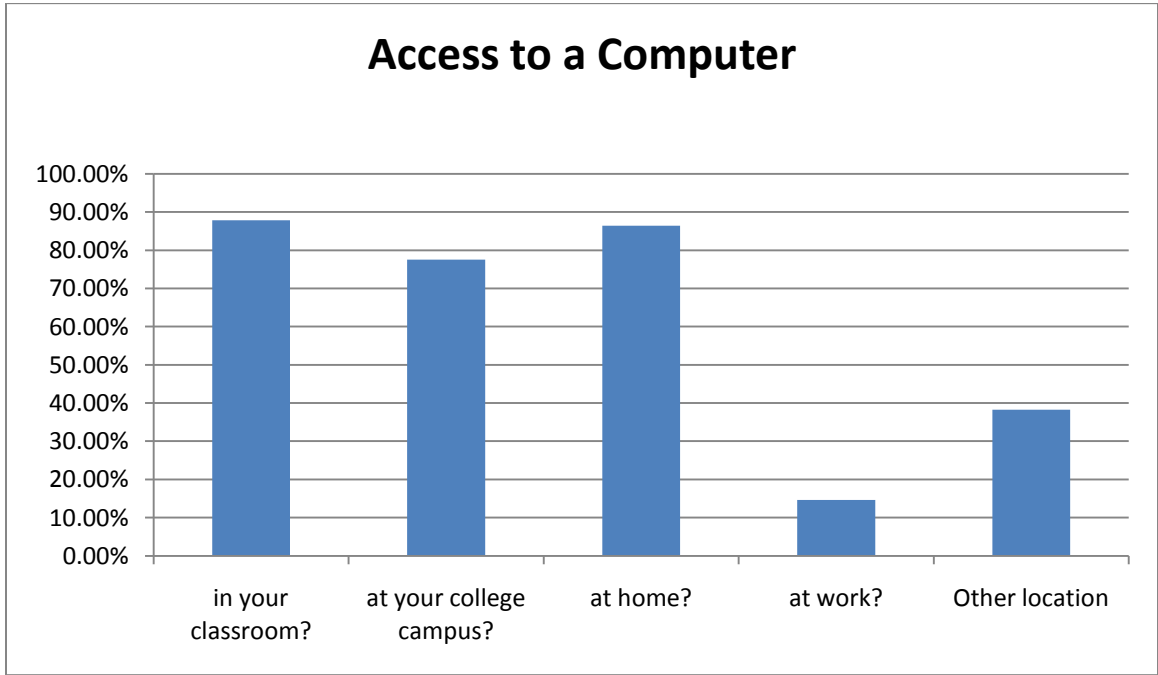
Appendix C

College AU/LBS Student Survey and Results

Student Survey Summary

Question #1

Do you have computer access (check all that apply):		
Answer Options	Response Percent	Response Count
in your classroom?	87.8%	426
at your college campus?	77.5%	376
at home?	86.4%	419
at work?	14.6%	71
Other location	38.25%	186
<i>answered question</i>		485
<i>skipped question</i>		1

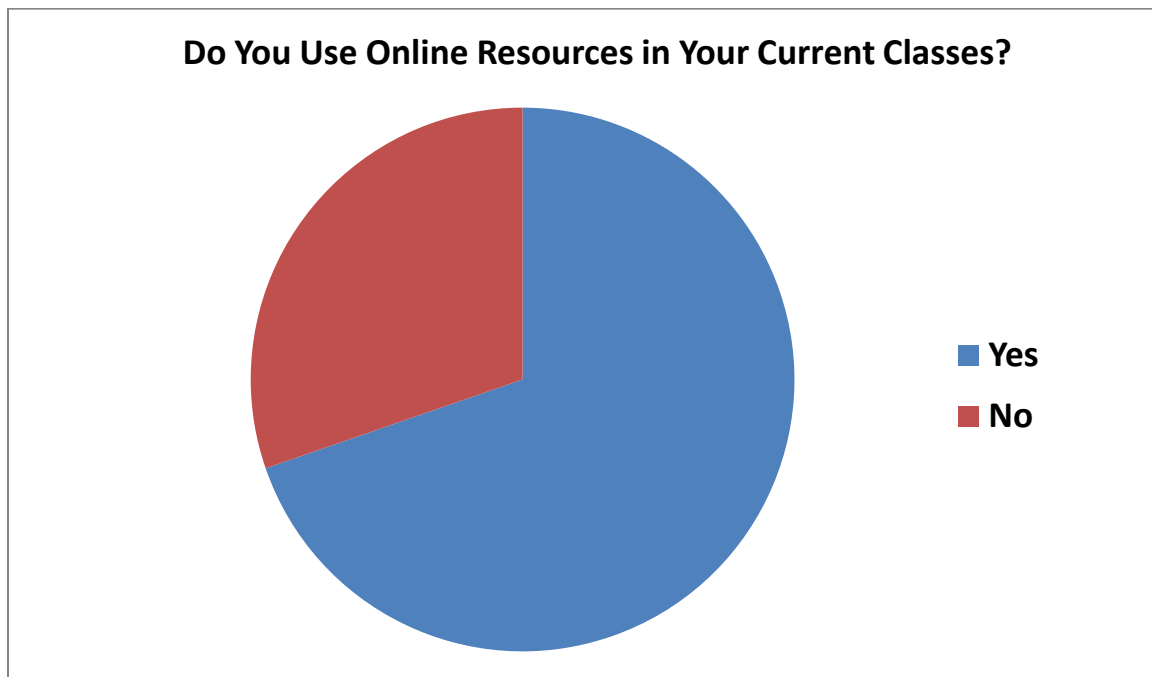


Other responses to Question #1 "Do you have computer access"

Other Locations for Computer Access	# of Responses
library	161
family	10
laptop	6
family	5
Apple Store	2
Cell phone	2
Career Centre	1
City Hall	1
downtown wireless	1
Internet cafe	1
Literacy Council	1
Northern Lights	1
Parents	1
Personal wireless device	1
YMCA	1

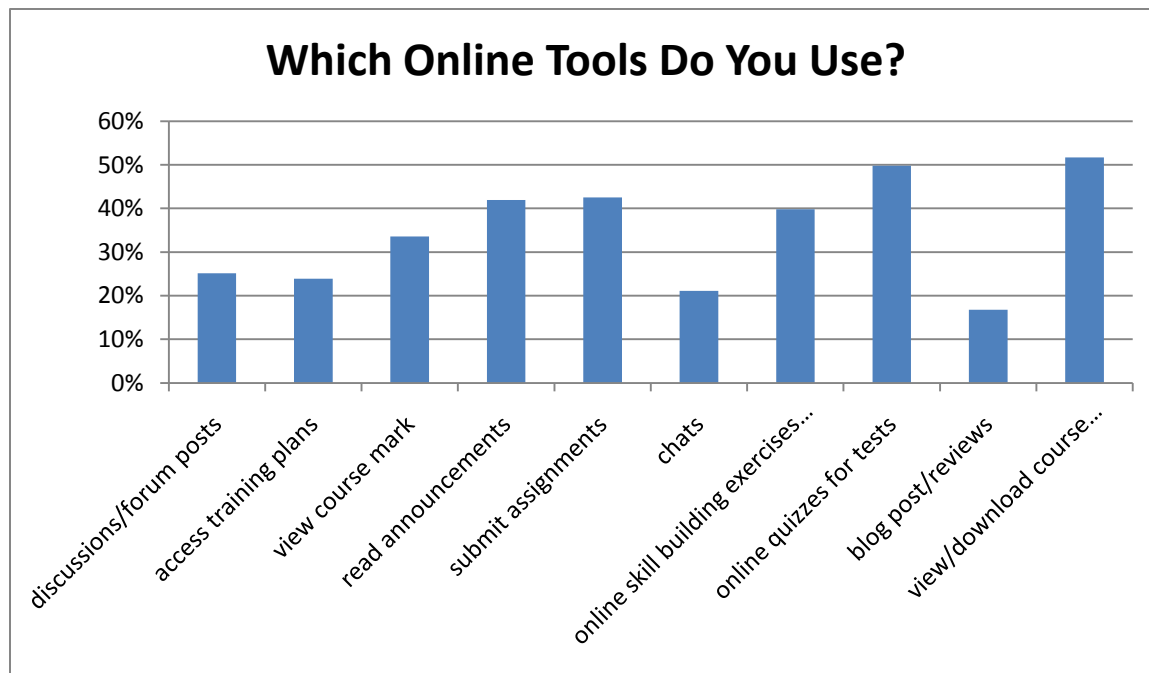
Question #2

Do you use online resources in any of your current classes (circle)		
Answer Options	Response Percent	Response Count
Yes	69.7%	334
No	30.3%	145
<i>answered question</i>		479
<i>skipped question</i>		7



Question #3

If you answered Yes above, which of the following do you use? Please select all that apply:		
Answer Options	Response Percent	Response Count
discussions/forum posts	25.1%	82
access training plans	23.9%	78
view course mark	33.6%	110
read announcements	41.9%	137
submit assignments	42.5%	139
chats	21.1%	69
online skill building exercises or games	39.8%	130
online quizzes for tests	49.8%	163
blog post/reviews	16.8%	55
view/download course material	51.7%	169
Other (please specify)		57
<i>answered question</i>		327
<i>skipped question</i>		159



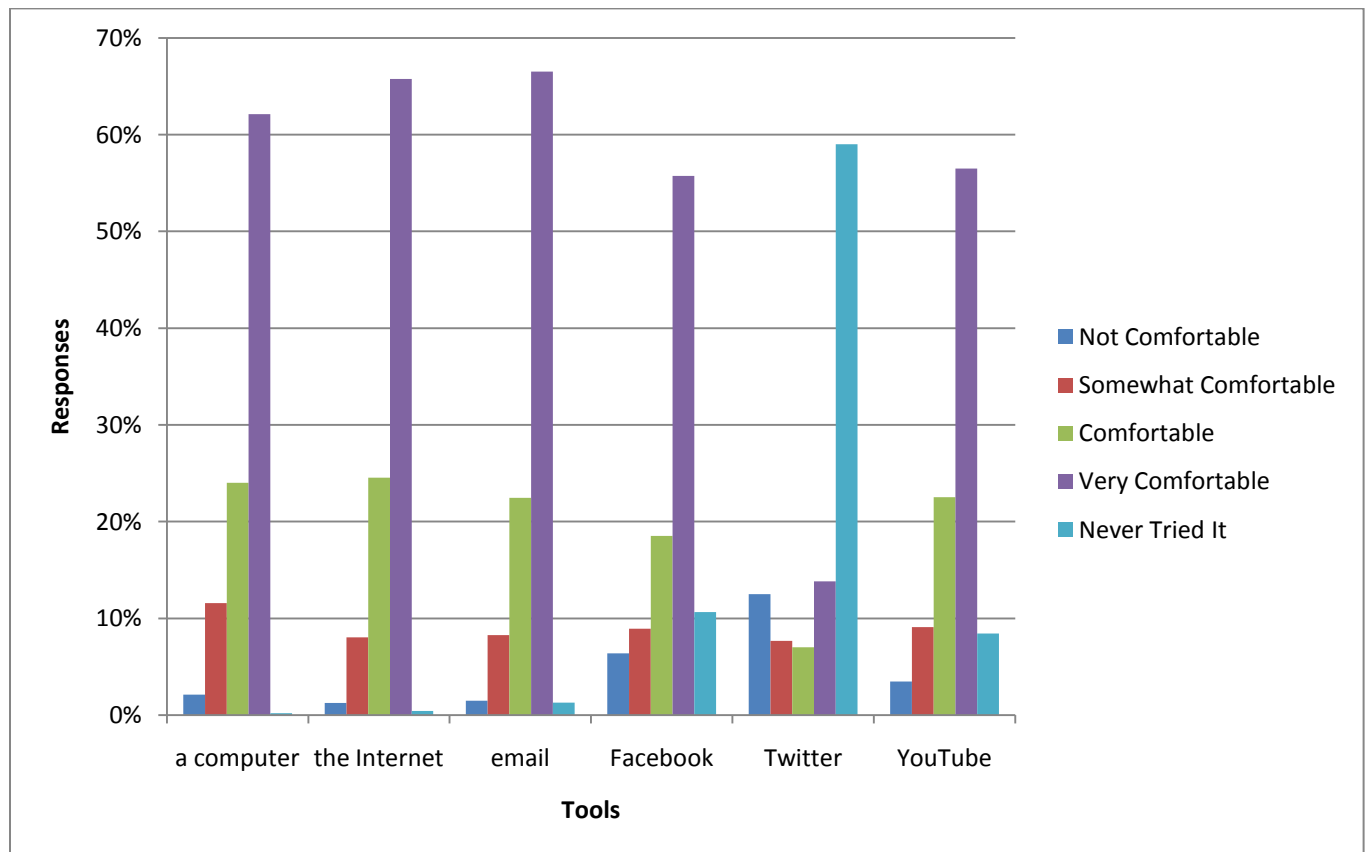
Other responses to Question #3: "Which online tools do you use in class"

Other Online Tools Used	# of Responses
research	38
email	7
dictionary	3
word processing	3
Math XL online math resources	2
ASKON button	1
book holidays	1
course related videos	1
Journals	1
learning websites - khanacedmy.com, purplemath.com, kutasoftware.com	2
media assignment video	1
music	1
online library service	1
online math program	1
thesaurus	1
YouTube lectures on various lectures on the subjects	1

Question #4

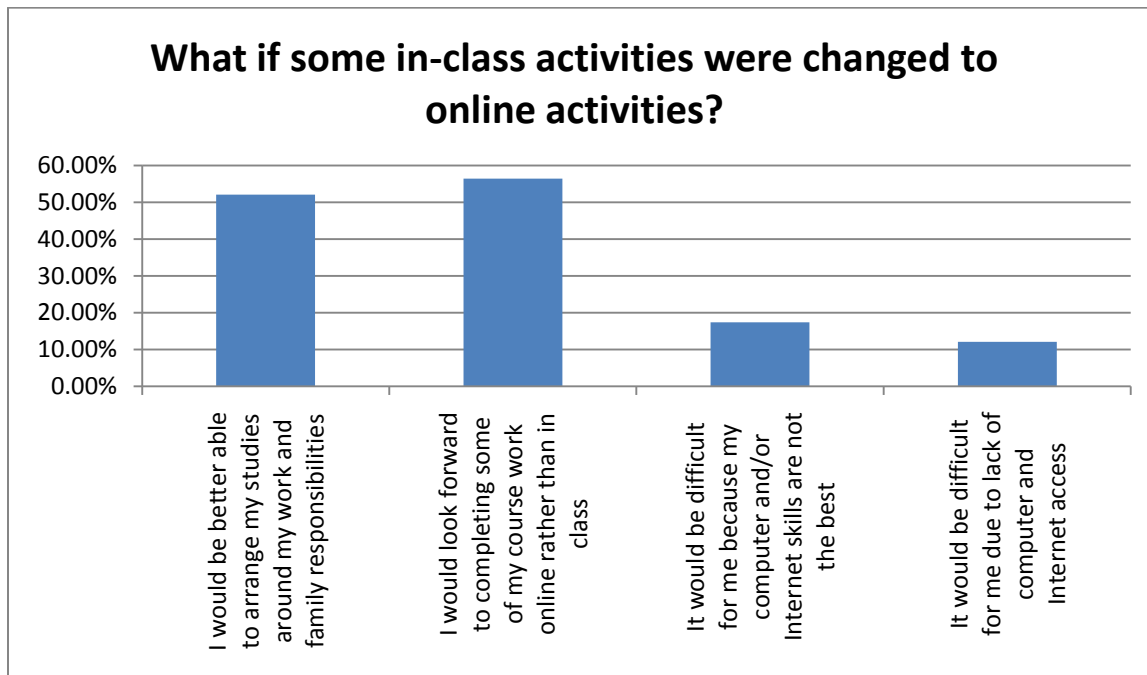
Indicate your level of comfort using each of the following:						
Answer Options	Not Comfortable	Somewhat Comfortable	Comfortable	Very Comfortable	Never Tried It	Response Count
a computer	2%	12%	24%	62%	0%	475
the Internet	1%	8%	25%	66%	0%	473
email	1%	8%	22%	67%	1%	472
Facebook	6%	9%	19%	56%	11%	470
Twitter	13%	8%	7%	14%	59%	456
YouTube	3%	9%	23%	56%	8%	462
<i>answered question</i>						475
<i>skipped question</i>						11

Indicate your level of comfort using each of the following:



Question #5

If some of your in-class activities were changed to online activities, indicate which of the following would be true for you. Choose all that apply.		
Answer Options	Response Percent	Response Count
I would be better able to arrange my studies around my work and family responsibilities	52.1%	215
I would look forward to completing some of my course work online rather than in class	56.4%	233
It would be difficult for me because my computer and/or Internet skills are not the best	17.4%	72
It would be difficult for me due to lack of computer and Internet access	12.1%	50
<i>answered question</i>		413
<i>skipped question</i>		73



Written Comments Appended to Question 5 by Students in the Student Survey

Cambrian College:

I think having a teacher available is a better idea. A computer is good to help with your work, but not to replace a teacher.

Durham College:

There is already a lack of resources in U-Prep, I hate internet based college work, it's harder to complete on time.

Georgian College Barrie Campus:

It would depend on the material. Some things are better taught in class.

If it (the online activity) explains how they want the assignment done, or how to do it, then Yes – understanding how to go about doing the assignment is important.

Georgian College Orillia Campus:

I won't do it because it has no structure, I will simply not see the point and just not do it.

Yes, I would like to start using online resources

From the ACE Biology Class:

- I would rather learn in class
- I like coming to class
- None, I like being in class with the instructor
- I like working in a class, not the computer

Mohawk College:

I would rather be in class than online

From College and Career Prep

- I am good on a computer, but I love a classroom with teacher setting.
- It would be difficult for due to lack of interaction between peers.
- It would be difficult for me because I need interaction and discipline.
- I don't have the discipline to do online courses.
- I would prefer a classroom with a prof
- In-class is very helpful and encouraging to me with teachers available
- It would be difficult because I need on-on-one help at times in class
- It would be difficult for me to concentrate. Easy distractions.
- I enjoy learning in the class environment
- I would not like due to no social contact or input with teacher and other students
- It would be more difficult for me because I learn more easily in the classroom
- I prefer to have social interaction in the classroom
- I wouldn't be likely to complete my courses if they were online due to distractions at home.
Also, having a teacher available to help me in person is very important to me.
- I prefer in class interaction!
- Rather work in class

Sault College:

It would be difficult for me due to my lack of computer and Internet access and also my child would want to touch the keyboard and I share my computer.

I learn better in class.

Sheridan College Oakville Campus:

I prefer to have a teacher I can ask questions

I would not like this idea

Sheridan College Brampton Campus:

- 0 comments -

Question #6

Please indicate your age range		
Answer Options	Response Percent	Response Count
19 and under	7.3%	35
20 to 29	50.0%	239
30 to 39	19.0%	91
40 to 49	14.6%	70
50+	9.0%	43
<i>answered question</i>		478
<i>skipped question</i>		8

