

# UIC Online



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## UIC's Online Statistics

- Blackboard Course Management system is primary resource for online programs and courses
  - 807 Blackboard sites
  - 2200 active instructors in Blackboard
- Eight UIC colleges have developed online programs and courses
- All online degree programs are at the graduate level



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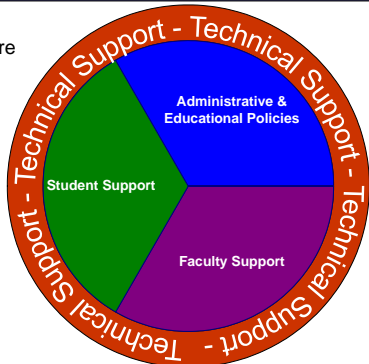
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Campus Infrastructure



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University of Illinois at Chicago

Campus Infrastructure

- > Academic Affairs
- > SCEP
- > College EPC
- > External Education
- > Online Oversight Committee
- > UI Online Management Team
- > Legal Counsel

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University of Illinois at Chicago

Campus Infrastructure

- > ITL
- > Library
- > External Education
- > Teaching & Learning Center

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University of Illinois at Chicago

Campus Infrastructure

- > Student Affairs
- > College / Department
- > Library
- > External Education

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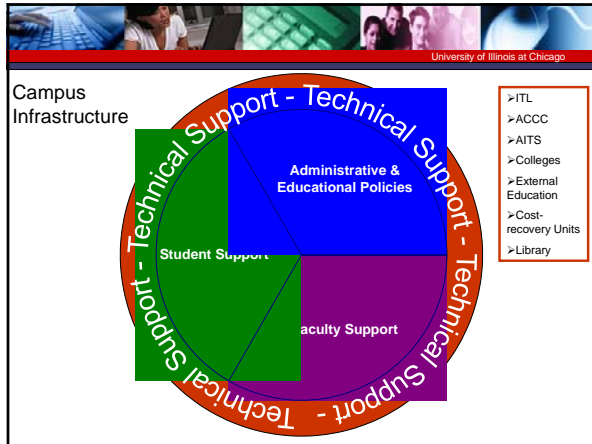
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## Methods of Instruction

Diversity among course delivery:

- Traditional face-to-face
- Technology Enhanced
- Blended/Hybrid
- Fully Online

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## UIC Blended Learning

- What are blended courses?
  - Blended courses combine face-to-face and technology enriched instruction in a format where a significant percentage of the curriculum is taught online in a manner that enhances both teaching and learning.

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## Blended Learning at UIC

- Provides a logical evolution in teaching at UIC, and capitalizes on UIC's innovations in online education for undergraduate students
- Consistent with UIC's guiding principles

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## UIC Guiding Principles

- ✓ Knowledge
- ✓ Access (to excellence)
- ✓ Openness
- ✓ Excellence
- ✓ Collaboration

*\* As outlined in the draft vision statement prepared by the 2010 Strategic Thinking Committee*

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## Blended Learning at UIC

- Provides multiple benefits:
  - Enhanced teaching and learning for undergraduate education
  - Promotes the development of student centered and self-directed learning
  - An increase in the technology sophistication of our students to strengthen their educational experience and prepare them for a workplace environment
  - Instructional development opportunities for incorporating technology in teaching

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## Blended Learning

Addresses pressing needs:

✓ High quality classroom space is at a premium. UIC is challenged to offer sufficient course sections during peak instructional hours.

✓ UIC students need flexibility to intersperse school and work while maintaining a strong sense of academic community that a face-to-face classroom experience can provide;

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## UIC Student Population & Demographics

- 24,407 total students in Fall 2004
- UIC Student Demographics in 2003
  - Location
    - 32.8% students live in Chicago
    - 61.4% students live in Cook County
    - 86.4% students live in Illinois
    - 12% students live on-campus
  - Age
    - Average age of undergraduates = 21.4
    - Average age of graduates = 30.7
    - Average age of professionals = 25.4

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## UIC Blended Learning Strategy

- Faculty Initiated
- Pedagogically driven
- Engaged campus leadership
- Focus on campus infrastructure:
  - Faculty Development and Support
  - Student Support Services
  - Technical Support
  - Administrative and Educational Policies
  - Evaluation and Assessment

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## Resources

- Bibliography
- Sloan-C Community Blended SIG  
<http://community.sloan-c.org/>
- Sloan-C Blended Learning Workshop  
[www.blended.uic.edu](http://www.blended.uic.edu)

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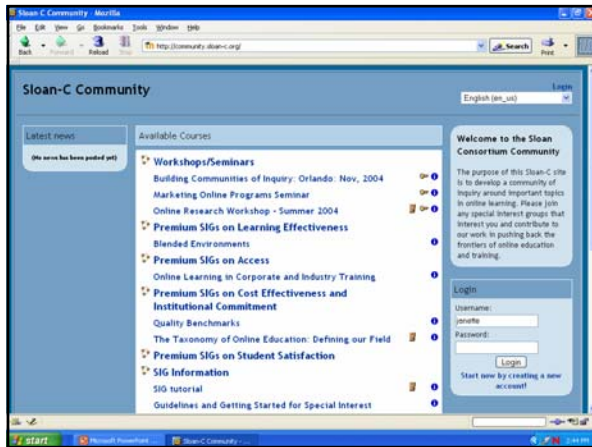
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The screenshot shows the Sloan-C Community website interface. It features a navigation menu on the left with categories like 'Latest news', 'Available Courses', and 'Workshops/Seminars'. The main content area lists various events and resources, including 'Building Communities of Inquiry' and 'Premium SIGs on Learning Effectiveness'. A 'Welcome to the Sloan Consortium Community' message is displayed on the right, along with a login form and a 'Start now by creating a new account!' link.

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The screenshot shows the 'Welcome' page for the Sloan-C Invitational Workshop on Blended Learning and Higher Education. The page features a navigation bar with links for 'Contact Us', 'Agenda', 'Participants', 'Major Findings & Observations', 'Future Study & Research', and 'Resources'. The main content area includes a logo for the 'Sloan-C Invitational Workshop on Blended Learning' and a section titled 'April 2004'. The text in this section thanks participants and provides information about the workshop's goals and resources. Logos for Sloan-C, UIC, and Sloan-C Online are visible at the bottom.

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# Instructional Design Strategies

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## Critical Success Factors for Developing and Delivering a Blended Course

- Course Design
- Course Guidelines & Standards
- Faculty Support Services
- Faculty Orientation & Training
- Student Access

\* Adapted from Western Interstate Commission for Higher Education's "Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs" (WICHE, 1999).

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## Good Pedagogical Practice

- Encourages contacts between students and faculty.
- Develops reciprocity and cooperation among students.
- Uses active learning techniques.
- Gives prompt feedback.
- Emphasizes time on task.
- Communicates high expectations.
- Respects diverse talents and ways of learning.

<http://www.iltgroup.org/programs/seven.html>

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## Blended Variations

There are various models which are quite promising but require substantial curriculum reorganization and rethinking of faculty roles.

- Large class lectures are supplemented with online learning resources;
- Face-to-face class time exchanged with time spent in an online learning environment;
- Classroom meeting times may alternate between online and face-to-face.

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## Active Forms of Learning

Activity	F2F	Online
Test & assessments		●
Discussion forums		●
Simulations		●
Case studies		●
Lab work	●	●
Group work	●	●
Presentations	●	●
Difficult concepts	●	

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