October 20, 2016

TO: Ms. Gina Jackson, Secretary, Faculty Council
FROM: Dr. Sharon Penney, Chair, Committee on Undergraduate Studies
Faculty of Education
SUBJECT: Blended Learning

This is in response to a memorandum from Ms. Jennifer Porter, Secretary, Senate Committee on Undergraduate Studies, dated June 29, 2016. The Senate Committee on Undergraduate Studies is requesting that the academic community consider and provide feedback on the proposed definition, and sub-definations of Blended Learning for inclusion in the Glossary of Terms in the University Calendar.

The Committee on Undergraduate Studies, Faculty of Education has endorsed the proposed definition of Blended Learning however, the Committee expressed concerns regarding the proposed sub-definitions. The Committee is seeking clarification on the sub-definitions as presented in Blend 1-3, and is requesting feedback on the following questions:

- Are the sub-definations presented as Blends 1, 2 and 3 the only options available?
- If other options are available, who must approve?
- In which document(s) will the sub-definations be printed?

We now forward to Faculty Council for consideration.

Sincerely,

Sharon Penney, Chair
Committee on Undergraduate Studies, Faculty of Education
29 June 2016

TO: Secretaries, Academic Councils, Faculties/Schools/Grenfell Campus/ Marine Institute
Student Unions (St. John's Campus, Grenfell Campus, Marine Institute)
CITL, School of Graduate Studies, Student Health Services, University Counselling Centre

FROM: Jennifer Porter, Secretary, Senate Committee on Undergraduate Studies

SUBJECT: Blended Learning

At a meeting held on 23 June 2016, the Senate Committee on Undergraduate Studies considered a memorandum from Ms. S. Cleyne, former Director of CITL, and Ms. S. Singleton, University Registrar, regarding Blended Learning.

The Committee recognizes the need for the University to formalize its definition of Blended Learning and, as such, endorsed the proposed definition for inclusion in the Glossary of Terms in the University Calendar and its sub-definitions as a working model for course delivery.

This documentation is now being forwarded to you for consideration and feedback. Since the Senate Committee on Undergraduate Studies would like to deal with this matter as expeditiously as possible, I am requesting that you respond by the end of October 2016.

Thank you for your timely assistance in this very important matter.

If you have any questions or require clarification regarding the above, please get in touch with me by phone at 864-4410 or by e-mail at importer@mun.ca.

Yours truly,

Jennifer Porter
Deputy Registrar and
Secretary to the Committee

JP/Imn

Attachment

cc: Committees on Undergraduate Studies
Deans/Vice-Presidents
Deputy Provost (Students) and Associate Vice-President (Academic) Undergraduate Studies
TO: Dr. Noreen Golfman, Provost and Vice-President (Academic),
Office of the Provost and Vice-President (Academic)

FROM: Ms. Susan Cleyle, Director, CITL, and
Ms. Shella Singleton, Registrar, Office of the Registrar

DATE: June 14, 2016

SUBJECT: BLENDED LEARNING

Last winter, a presentation was made to Dean's Council regarding Blended Learning and
the need for a formal definition to be included in the University Calendar. After the
discussion, it was agreed that the draft be refined incorporating the suggestions of
Dean’s Council, the context for the new definition within the University Calendar be
established and a recommendation be made to the Provost regarding next steps.

Calendar Context

In the Glossary of Terms in the University Calendar, a course is defined as “a unit of
work in a particular subject normally extending through one semester or session, the
completion of which normally carries credit toward the fulfillment of the requirements of
certain degrees, diplomas or certificates”. Credit hour is defined as “the measure used
to reflect the relative weight of a given course toward the fulfillment of appropriate
degree, diploma, certificate, major, minor, or other program requirements. A weight of
one credit hour normally means that the course meets for lectures one hour per week
for the duration of a semester or two hours per week for the duration of a session.
Unless otherwise indicated, a course normally has a credit value of 3 credit hours”. A
distance education/online course is defined as “a university course designed for
people who wish to study outside a traditional university setting. Instructors and
students are separated by time and/or space”. While the definition is silent on the credit
hour equivalency for an online course, the assumption has always been that the online
offering would cover the same material as an on-campus offering and that the credit
hours associated with the course would be constant regardless of the mode of delivery.
Definition

Blended learning is defined as “an on-campus course where a portion of face-to-face class time is replaced by online activity”. Classroom and online activities and course materials are selected to complement each other, to engage students and to achieve specified learning outcomes. Blended learning can:

- Increase the amount and quality of faculty-to-student and student-to-student interaction;
- Increase opportunities for active and collaborative learning and assessment before, during and after lectures;
- Help students prepare for class discussions or lab work;
- Facilitate the creation and identification of varied and engaging media for presenting course content; and,
- Allow class time to be spent on active learning by shifting background or foundational content to the online environment.

With the introduction of blended learning, it is useful to have sub-definitions that provide breakdowns for the amount of time a course spends in the face-to-face and online environments. These sub-definitions can apply to both lecture hours and laboratory hours in a course offering. The benefits of having this clearly defined include helping with institutional scheduling, promoting blended learning options during the creation of the semester course offerings, optimizing classroom utilization and providing flexibility to students and instructors.

Blend 1: 2 hours of face-to-face class time with 1 hour replaced by online activities/week OR 2 weeks of face-to-face class time with a third week replaced by online activities;

Blend 2: 1 hour of face-to-face class time with 2 hours replaced by online activities/week OR 1 week of face-to-face class time with two weeks replaced by online activities;

Blend 3: 1.5 hours of face-to-face class time with 1.5 hours replaced by online activities/week OR 1.5 weeks of face-to-face class time with 1.5 weeks replaced by online activities.
Recommendation

The Senate Committee on Undergraduate Studies is asked to approve the definition of *blended learning* as "an on-campus course where a portion of face-to-face class time is replaced by online activity" for inclusion in the Glossary of Terms in the University Calendar, and to approve the sub-definitions as a working model for course delivery.

Susan Cleyle

Sheila Singleton

cc  Dr. S. Cadigan,
    Associate Vice-President (Academic) Faculty Affairs *Pro Tempore*