



# Teaching in your PJs: Incorporating Blended Learning in the PA Curriculum

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# What is Blended Learning?

- Mix of classroom and online activities consistent with the goals of specific courses or programs.
- Brings into consideration of range of options to revisit how students learn in deep and meaningful ways
- Utilizes the strengths of online and traditional classroom environments
- A “thoughtful” integration of learning experiences

## Why Blended Learning?

Increase Student Engagement

Improve critical thinking abilities  
in students

More effective learning

Create independent learners

### We Learn...

10% of what we read  
20% of what we hear  
30% of what we see  
50% of what we  
see and hear  
70% of what we  
discuss  
80% of what we  
experience  
95% of what we teach  
to others

- William Glasser

Who was answering  
these questions before  
Google?

How much more do we  
know now just because  
it is so easy to find the  
answer?

Students don't need us  
to tell them  
information, they need  
us to show them how to  
use the information



# Transition to Blended Learning

- o Nova Southeastern University – Fort Lauderdale Program
- o Health Promotion and Disease Prevention Course Summer 2013
- o Survey sent to class during first week of the semester.

# Student Perceptions Prior to Blended Learning Course

- o What will be the most effective aspect of blended learning?
  - o Working at my own pace
  - o Working independently
  - o Less classroom time
  - o I don't think this will be effective
- o What will be the least effective aspect of blended learning?
  - o Less interaction
  - o The amount of work
  - o Will take more time
  - o We will need to remember to complete the assignments and keep track of our work.

# Class Outline

## o Original Class

- o Taught in traditional classroom environment
- o Evolved over the years, but consisted of a series of 12-14 lectures and one or two group presentations.

## o Blended Class

### o Four Modules

- o Module 1: One online lecture, one traditional lecture and a group discussion board project
- o Module 2: One group project
- o Module 3: Online activities, 2 traditional lectures, one online lecture, one group project
- o Module 4: One online lecture

# Considerations...

- o Estimating workload in order to equalize credit and work hours.
- o Dividing course into modules assisted with the organization of the course but also meant moving around topics.
- o Transitioning lectures into student activities to ensure they learned the appropriate information took a great deal of time, effort and creativity.



# Student Perceptions After to Blended Learning Course

- o What was the most effective aspect of blended learning?
  - o Working at my own pace
  - o Not having to sit in class, working on our time.
  - o Interacting with other students
  - o Material was not time consuming and learning was fun and manageable
- o What will be the least effective aspect of blended learning?
  - o The teamwork, groups were too big
  - o Discussion board posts were useless
- o I would say taking the course hybrid was not less time consuming. Perhaps the fact that some of the lectures were online there was less classroom time; however, there were still a lot of outside classroom work and time management was needed on your own time in order to complete the assignments.

Question	Strongly Agree/Agree	Neutral	Strongly Disagree/Disagree
Blended Learning provides a more interactive environment for learning.	Pre-Course 33.3% Post-Course 38.1%	Pre-Course 34.3% Post-Course 40.5%	Pre-Course 32.4% Post-Course 21.5%
I will be/was a MORE engaged student.	Pre-Course 27.1% Post-Course 36.6%	Pre-Course 29% Post-Course 39%	Pre-Course 43.9% Post-Course 24.4%
I will/did retain course material better in this format.	Pre-Course 14.8% Post-Course 28.6%	Pre-Course 60.2% Post-Course 52.4%	Pre-Course 25% Post-Course 19%
Blended learning is MORE time consuming.	Pre-Course 57.4% Post-Course 14.3%	Pre-Course 26.9% Post-Course 19%	Pre-Course 15.8% Post-Course 66.7%

“To understand their world we must be willing to immerse ourselves in that world. We must embrace the new digital reality. If we can’t relate, if we don’t get it, we won’t be able to make schools relevant to the current and future needs of the digital generation.” –

Ian Jukes

<http://www.youtube.com/watch?v=ecFizWZgliA>



# Challenges

- o Technology
  - o Institutional Support
  - o Familiarity with technology
- o Faculty & Student Buy In
- o Time to plan and organize course

# Let's Brainstorm!

## o Tables

- o Physical Diagnosis – History and Physical Exam Skills
- o Clinical Medicine/ Clinical Laboratory Medicine
- o Clinical Procedures – Phlebotomy, IV insertion, etc.
- o Pharmacology
- o PA Professional Issues – PA History, Legal & Ethical Issues, etc.
- o How would you deliver this course in a blended learning format?

# Designing a Blended Learning Course

- o Analysis Phase:
  - o Define what you want to preserve and transform in the course.
- o Design Phase:
  - o Identify learning activities, assessment plans and components of course
- o Development Phase:
  - o Create activities, content and assessments
- o Implementation Phase
- o Evaluation Phase
  - o Determine effectiveness

Garrison, D.R., & Vaughan, N.D. Blended Learning in Higher Education: Framework, Principles and Guidelines. San Francisco, CA: Jossey-Bass; 2008.

# Food for thought

- o “Curriculum tells you what to teach, but doesn’t tell you HOW you have to, make the shift to the 21st century learning environment.” – [Stacy Behmer](#)
- o “Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is most important.” - [Bill Gates](#)
- o Teachers are no longer the source of information. Students don’t need us to tell them the information, they need us to show them how to use the information. - [Melissa Coffman](#)
- o <http://youtu.be/2JQ7s8zTWKM>

# Thank You!

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<http://www.youtube.com/watch?v=W2j9qw-A0NM>