### Blended Instruction Pilot

#### Project Name:
Blended Instruction Pilot

#### Sub-Project Name:

#### IT Strategic Area(s) of Emphasis:
Student Integration, Scholarly Interaction

#### Development Costs:
(total in 3 years): $1,500,000

#### Maintenance Costs:
(total in years): $

#### Annual Costs:
(permanent, starting FY / ): $ 500,000 + (30,000 per course)

#### Date/Time:
1/30/03

#### Assessment Provided By:
Ruth Sabean

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## PROJECT ASSESSMENT

### Tangible Benefits (please list)

- Information, consultation and training modules to assist instructors in redesigning courses
- Evaluation of Quality of Blended Instruction
  - Student learning and attitude
  - Instructor time and attitude
  - Increased number of students with direct research experience
- Assessment of UCLA academic policy and procedures to support this new format of instruction
- Assessment of the capacity of the information technology infrastructure to support this new format of instruction
- Assessment of the capacity of the instructional technology infrastructure and services to support this new format of instruction
- A community of faculty and teaching assistants with direct experience who can serve as mentors to other instructors
- Assessment of the impact of blended instruction on the scheduling and use of classrooms, including the potential for students to have contact with faculty in smaller groups

### Intangible Benefits (please list)

- Greater amount of independent and active learning
- Better use of faculty time
- A greater number of ways for students to learn
- A sense of shared responsibility for the quality of a course
- Student excitement about their learning

### Probability of Success (please provide short explanation for each yes or no answer)

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<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>Is project highly likely to be developed on time and on budget and fulfill functional specifications? Please explain.</td>
<td>Yes</td>
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<td>This process of redesigning a course to focus on active learning is not a cookbook approach. The amount of time for a particular subject area and instructor to “complete” the course redesign will vary significantly, and, will in some sense never be done. Defining clear milestones to document the change will enable the pilot to recognize when a defined phase has been completed.</td>
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<td>Is project highly likely to be well embraced and used by the intended users? Why? Who are users? Please explain.</td>
<td>Yes</td>
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<td>Faculty who are involved in the pilots will have chosen to participate. In the early part of the pilot it is likely that students who are involved will also have chosen a blended instruction format. There is no intent to impose this transformation process on any instructor.</td>
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<td>Is project protected from organizational and personnel problems? How? Please explain.</td>
<td>Yes</td>
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<td>Funding commitments will be secured prior to launching the pilots.</td>
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<td>Is process re-engineering or personnel reorganization unlikely during development and early adoption of system? Why? Please explain.</td>
<td>Yes</td>
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<td>The locus for responsibility to support the instructor work will lie with OID, the Office of Educational Technology, OIT, and local IT support staff.</td>
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<td>Is technology infrastructure for project known and stable? Please explain.</td>
<td>Yes</td>
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<td>The primary components are already in existence and well supported – the campus backbone and remote access; computer labs; and local IT services.</td>
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<td>Is the IS development team experienced with such developments? Please explain.</td>
<td>Yes</td>
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<td>It is difficult at the outset to predict the extent to which new interactive learning materials will need to be created. There is significant experience on campus with such IS work.</td>
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<td>Demand (please provide short explanation for each yes or no answer)</td>
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| **Is the required expertise in instruction design available?**  
This is an area in which UCLA does not have a lot of experience. Additional expertise will need to be hired or acquired for the pilot | No |
| **Does project have a large number of users needing and wanting the functionality promised? List the users. What functionality? Please explain.**  
Early informal discussions with instructors indicates that the problem during the pilot phase may be that there are far too many instructors who wish to redesign courses and there will be insufficient resources to meet the demand. | Yes |
| **Does project support an important and large organization process? What does it support? Please explain.**  
Initially a small team of individuals with skills in course redesign, instructional design, graphics design and programming. One of the prime organizations will assume project management. | No |
| **Are there major pressures from non-direct users for project? What are the pressures? Who are the users? Please explain.**  
While this project is driven primarily by instructor and student interest in changing the educational experience, there is growing indication that in-coming students, parents, and future employers are expecting students to emerge from higher education with a much greater understanding of how to use technology in innovative ways and to be independent learners who can clearly document what they have accomplished and are prepared to accomplish in the future. | Yes |
| **Does higher level management want this project? Who wants the project? Please explain.**  
The Provost and Vice Provost for Undergraduate Instruction are advocates for reshaping the learning experience, as are the Deans. | Yes |

What are the consequences of NOT doing this project? (please explain)