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A little over five years ago, the college launched a blended-learning initiative to facilitate a shift in our approaches to teaching. This was done to leverage new teaching technologies and techniques, but also to take advantage of a great opportunity.

You see, most of our students don't know a world without the internet, mobile devices or social media. They are digital natives, and they bring with them a deep hunger to change this world for the better.

Knowing this, we began blending courses, putting recorded presentations online. We expanded video production, eventually creating a professional studio and adding animation techniques and a light-board to foster student comprehension and bring online content to life through video case studies, video demonstrations and video-delivered problem sets.

Improving online instruction means that we can maximize face-to-face time, by creating more opportunities in class for students to perform clinical reasoning, engage critical thinking and apply evidence-based practice in an inter-professional context, with deep learning occurring through rich, authentic, meaningful interactions.

In truth, it is within these treasured interactions that we leverage the most powerful learning resource we have: our faculty. Rather than coming to class to passively receive information from a human textbook, students now come to actively engage some of the brightest minds on the planet over real-world problems. In essence, our faculty are not merely passing a baton to the next generation of practitioners, they are igniting a fire within them that will burn brighter, illuminating new pathways, solutions and knowledge. This is the great opportunity we don't intend to miss.

