COURSE DESIGN FOR BLENDED LEARNING
THE BEST OF BOTH WORLDS

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BY THE END OF TODAY YOU WILL BE ABLE TO:

- describe different kinds of blended learning

- identify the advantages and challenges of developing and teaching blended courses

- start to identify some common tools available for designing and creating content and activities for blended courses

- align the intended learning outcomes, assessments and teaching and learning activities for a given course

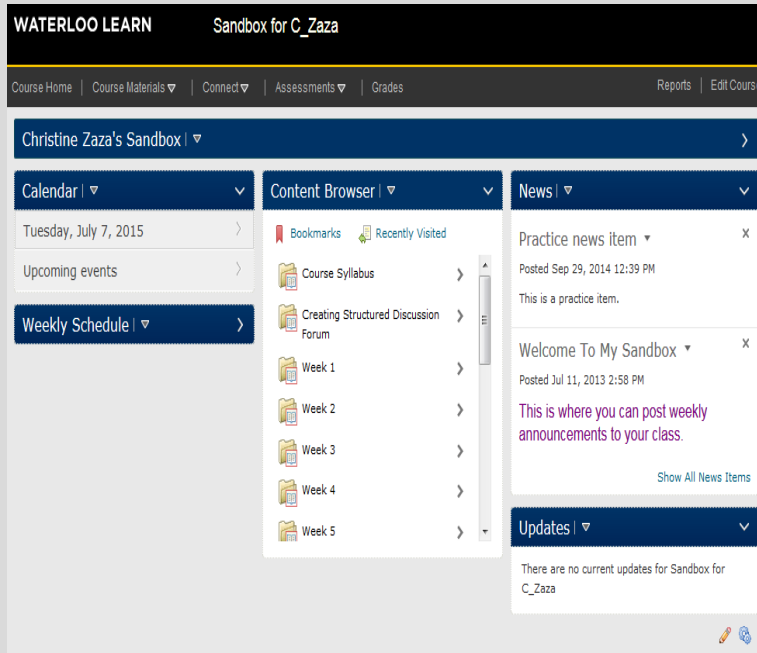- consider a plan for implementing a blended task and/or a blended course

WHAT IS BLENDED LEARNING?

Online Learning: All course materials, interaction and activities take place online and students do not have to be present on campus

Blended Learning: Many definitions - Courses that thoughtfully integrate structured online activities into face-to-face (F2F) courses, sometimes there is a reduction of class time

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ONLINE COMPONENTS

F2F COMPONENTS

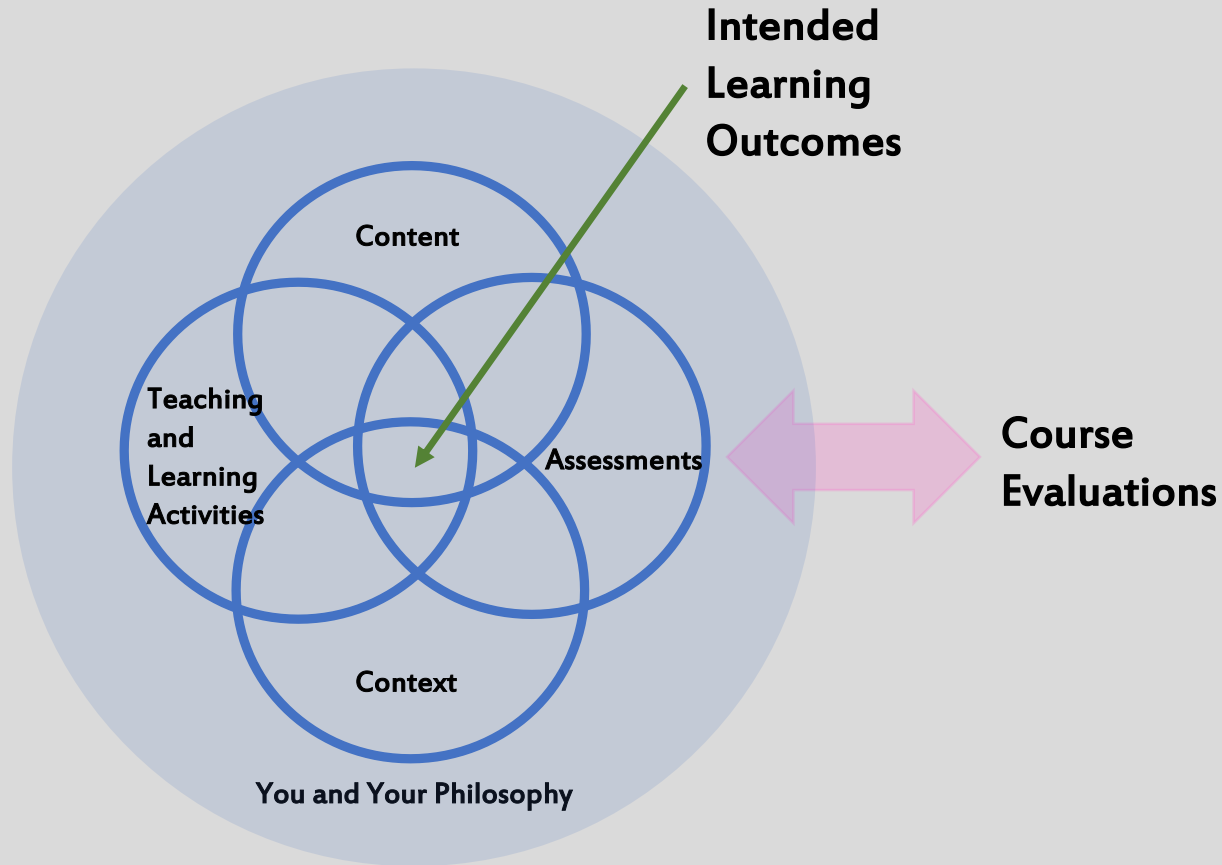Blended learning is a
thoughtful, intentional, integration
of online and F2F components.

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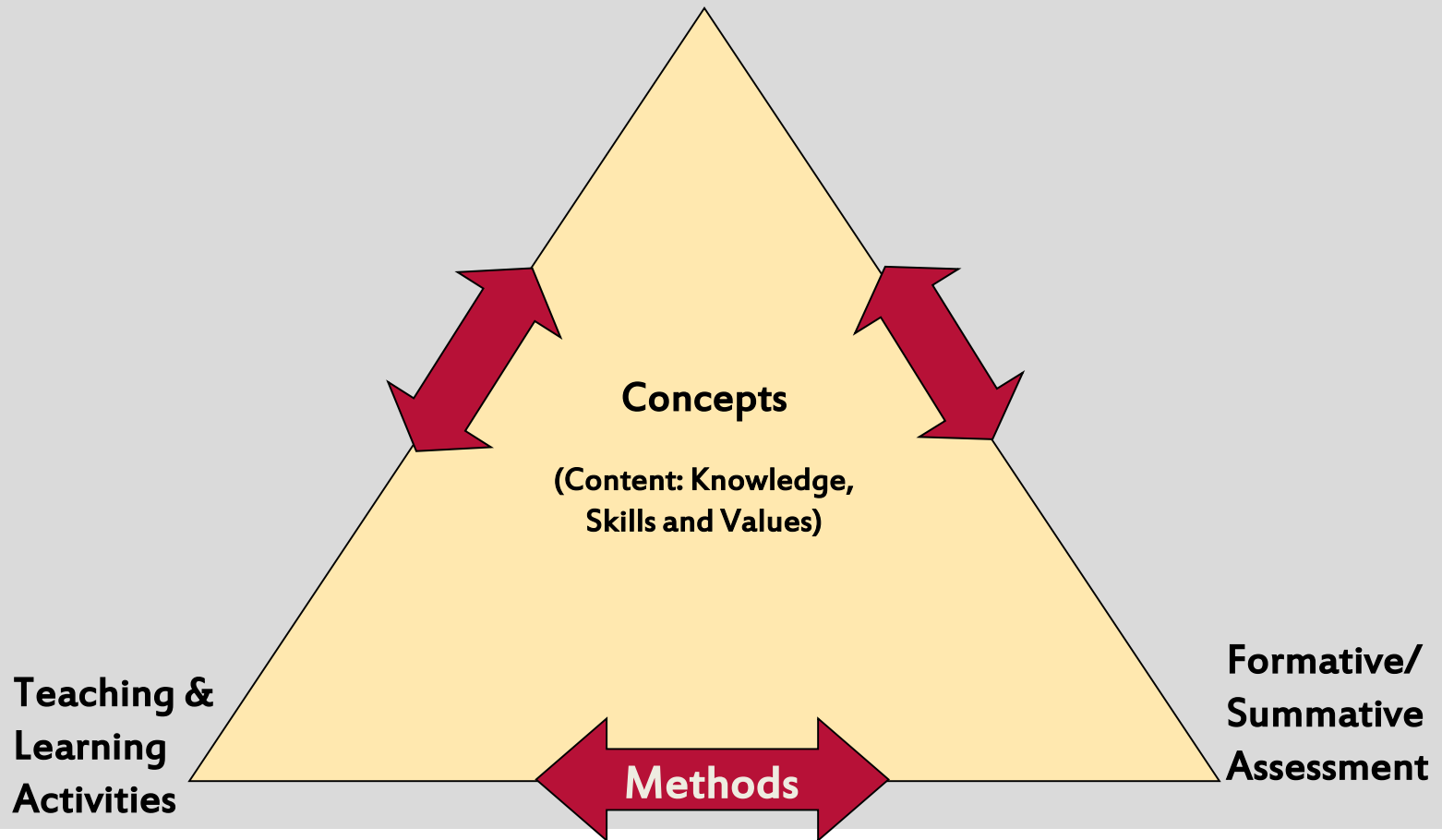WATERLOO

THINGS TO CONSIDER

Intended Learning Outcomes

Content

Teaching and Learning Activities

Assessments

Context

You and Your Philosophy

Course Evaluations

Adapted from Ellis, Light and Pryde, 2005

Course Design for Blended Learning

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COURSE DESIGN MODEL

Intended Learning Outcomes

Concepts

(Content: Knowledge, Skills and Values)

Teaching & Learning Activities

Methods

Formative/ Summative Assessment

ELEMENTS TO CONSIDER IN BLENDED LEARNING

- Assessments

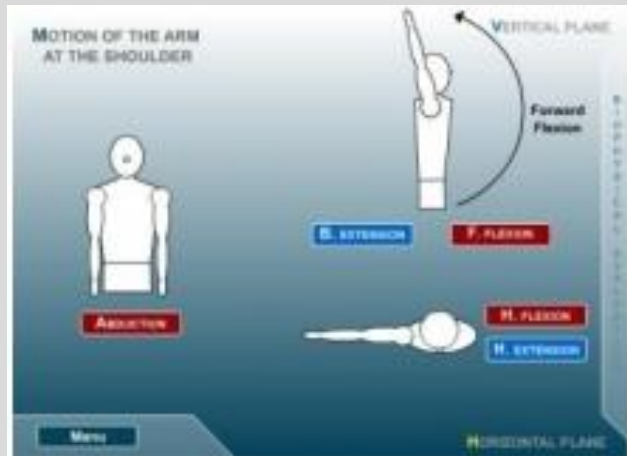- Learning Activities

- Teaching Activities

The position of each element will need to be considered on the online-F2F continuum.

KIN 101L BIOPHYSICAL EVALUATION LAB

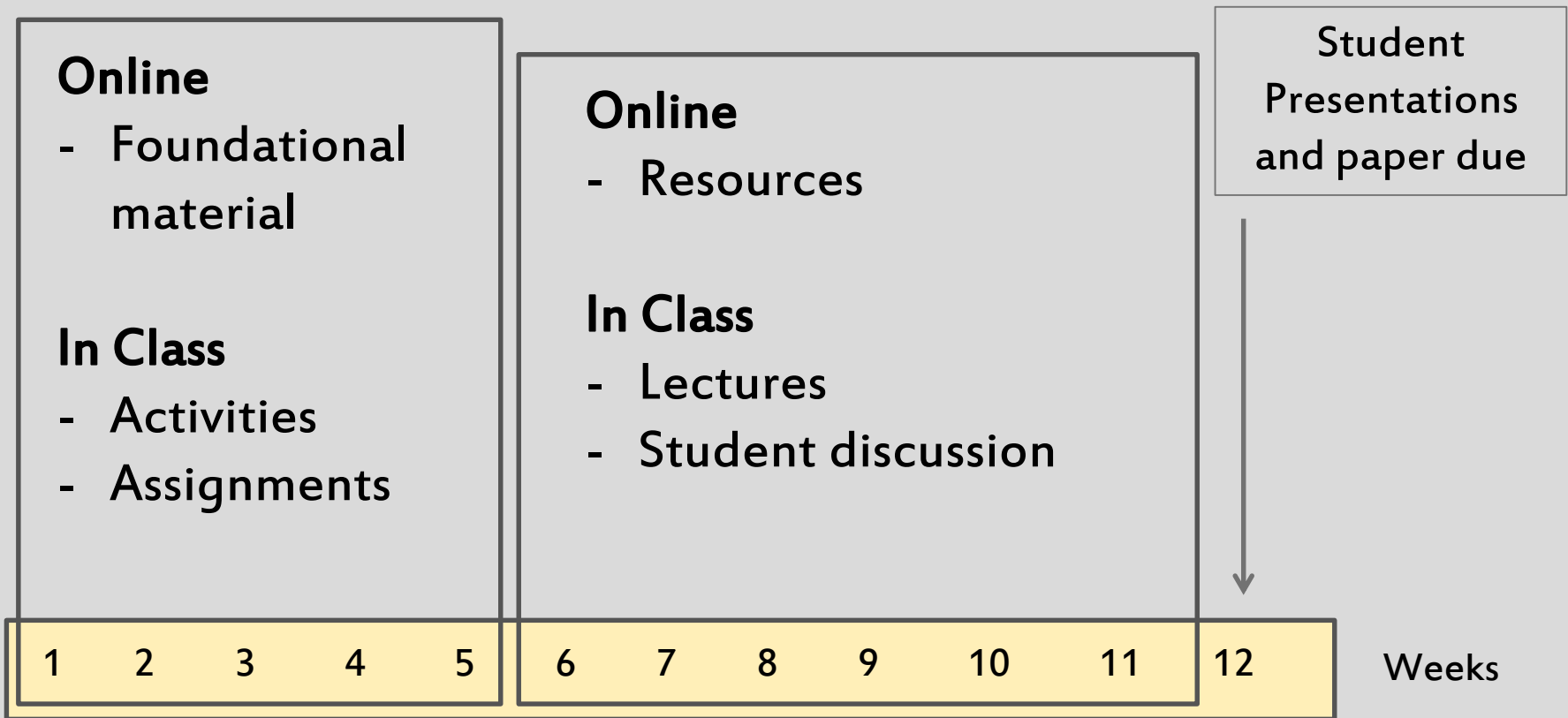**One Week**

Online – Before each lab

- Interactive Online Animations
- Pre-lab Quiz
- Quizlet https://quizlet.com/_1fstjw

In the Lab

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GRADUATE COURSE: "EPIDEMIOLOGIC METHODS IN AGING RESEARCH"

Online
- Foundational material

In Class
- Activities
- Assignments

Online
- Resources

In Class
- Lectures
- Student discussion

Student Presentations and paper due

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Weeks |

REC 100: INTRODUCTION TO THE STUDY OF RECREATION AND LEISURE SERVICES (> 300 STUDENTS)

Week 4: Social Class & Leisure

Online:

In Class:

- Lecture
- Top Hat
- Report on poll responses
- Small group discussion related to the Ted Talk video
- Small group activity – compose an exam essay question and answer key

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ONLINE TEACHING ACTIVITIES

- You can provide **all** or just **some** concepts online

- Using the learning management system (LMS) for content delivery can be particularly useful when:
  - » there's a wide variation in what your students know at the beginning of the course (pre-requisite material)

  - » there are complex or challenging concepts

  - » several good online resources already exist

  - » there are exciting in class activities that you want to do

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ONLINE LEARNING ACTIVITIES

- You can use the LMS for discussions, quizzes, practice problems, worksheets, etc.

- Using the LMS for learning activities can be particularly useful for:

  » assigning low stakes, graded tasks that motivate students to come to class prepared

  » including low stakes, or no stakes, formative assessment activities

  » providing students with opportunities for individual practice and reflection

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TOOLS FOR CREATING ONLINE LEARNING ACTIVITIES

- Small Group Discussion Forums
- Blogs, Wikis, Polls
- Online game-creation tools
- Quizzes
- Drop boxes
- ePortfolios
- Practice quiz/exam questions
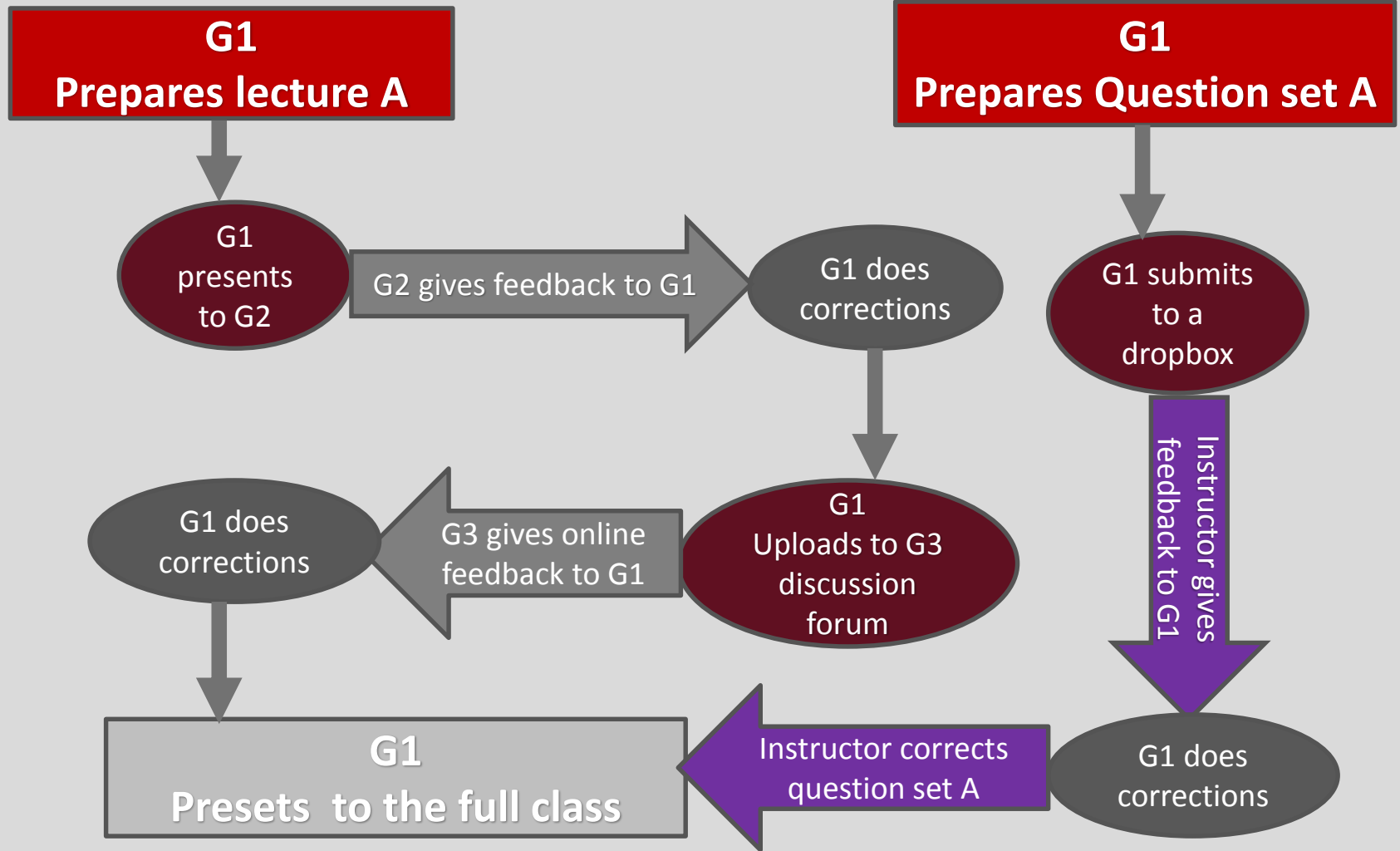- Quizlet.com
- Peer evaluation

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QUIZLET

- http://quizlet.com/

- Free, practice quizzing tool ($25 annual fee for enhanced teacher version)

- Mobile apps (iphone, ipad, Android)

- If you want to play:
  http://quizlet.com/70416109/assessment-technologies-flash-cards/

Ask the Presenters

G1 Prepares lecture A

G1 Prepares Question set A

G1 presents to G2

G2 gives feedback to G1

G1 does corrections

G1 submits to a dropbox

G1 does corrections

G3 gives online feedback to G1

G1 Uploads to G3 discussion forum

Instructor gives feedback to G1

G1 Presets to the full class

Instructor corrects question set A

G1 does corrections

ADVANTAGES AND CHALLENGES OF BLENDED LEARNING

Advantages:

-
-
-
-

Challenges:

-
-
-
-

ADVANTAGES

- Can increases the amount and quality of instructor- student and student- student interaction
- Allows students to access course materials when and where they want, at their own pace
- Allows more time to be spent on active learning activities

CHALLENGES

- In class activities can be compromised if students do not come to class prepared
- Online interactions and engagement depends on student participation
- Can be a lot of work ahead of time to prepare online materials (presentations, activities, etc.)

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QUESTIONS FOR THE BIKE RACK

We invite you to add any questions or comments you may have to the bike rack. We will return to them after lunch.

Prayer Break and Lunch

BIKE RACK DISCUSSION

BACKWARDS DESIGN PROCESS

- What do I want my students to be able to know/do by the end of the course?

- What learning activities will enable them to achieve the outcomes?

- What evidence or documentation do I require to demonstrate my students' learning?

- What learning activities/assessment opportunities will provide this evidence or documentation?

COURSE DESIGN MODEL

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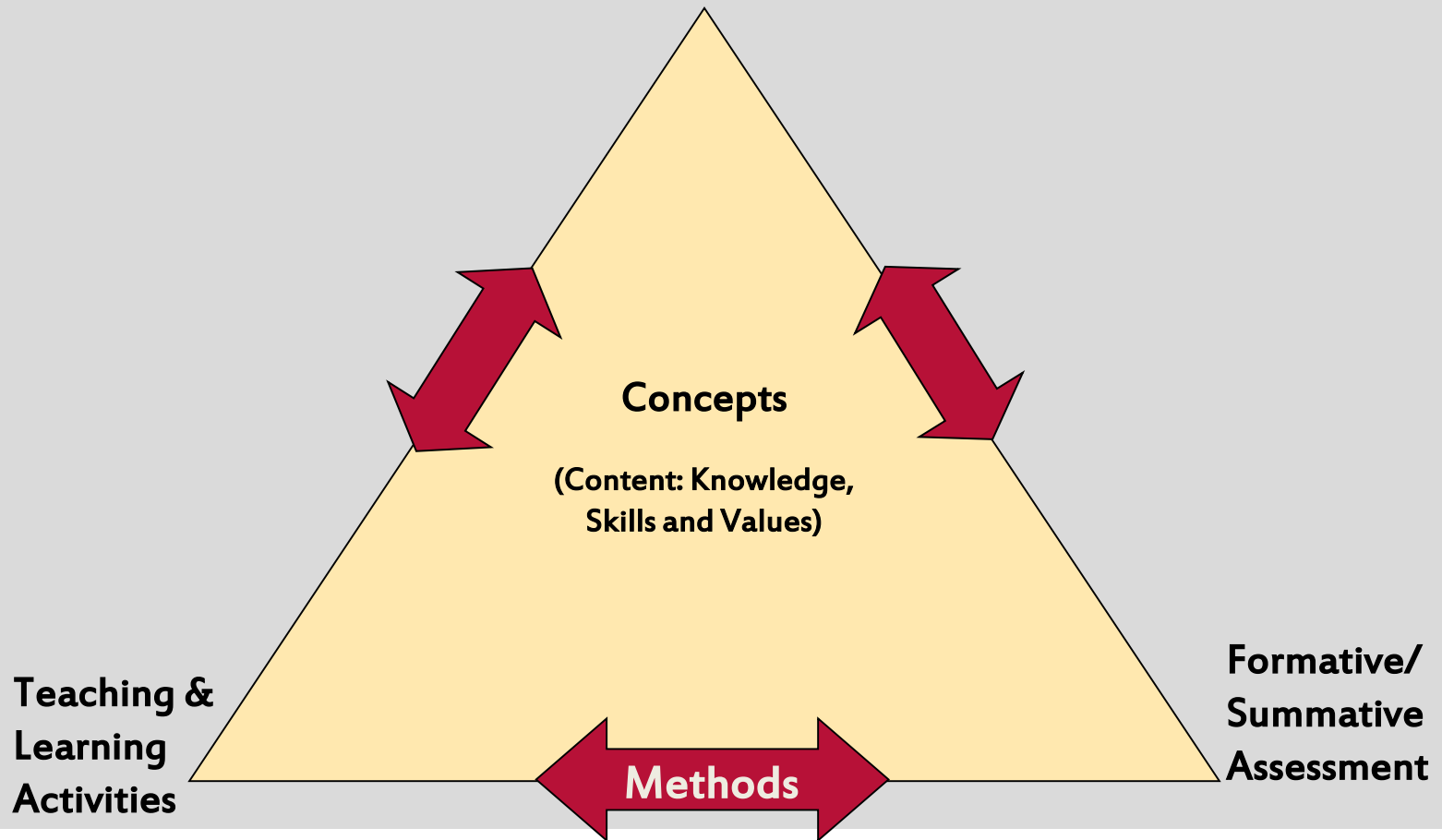
INTENDED LEARNING OUTCOMES

Developing ILOs:

What do I want my students to be able to do, know, &/or feel by the end of my course?

Use SAM as a reminder of 3 key criteria:

- **S**pecific

- **A**ttainable

- **M**easurable

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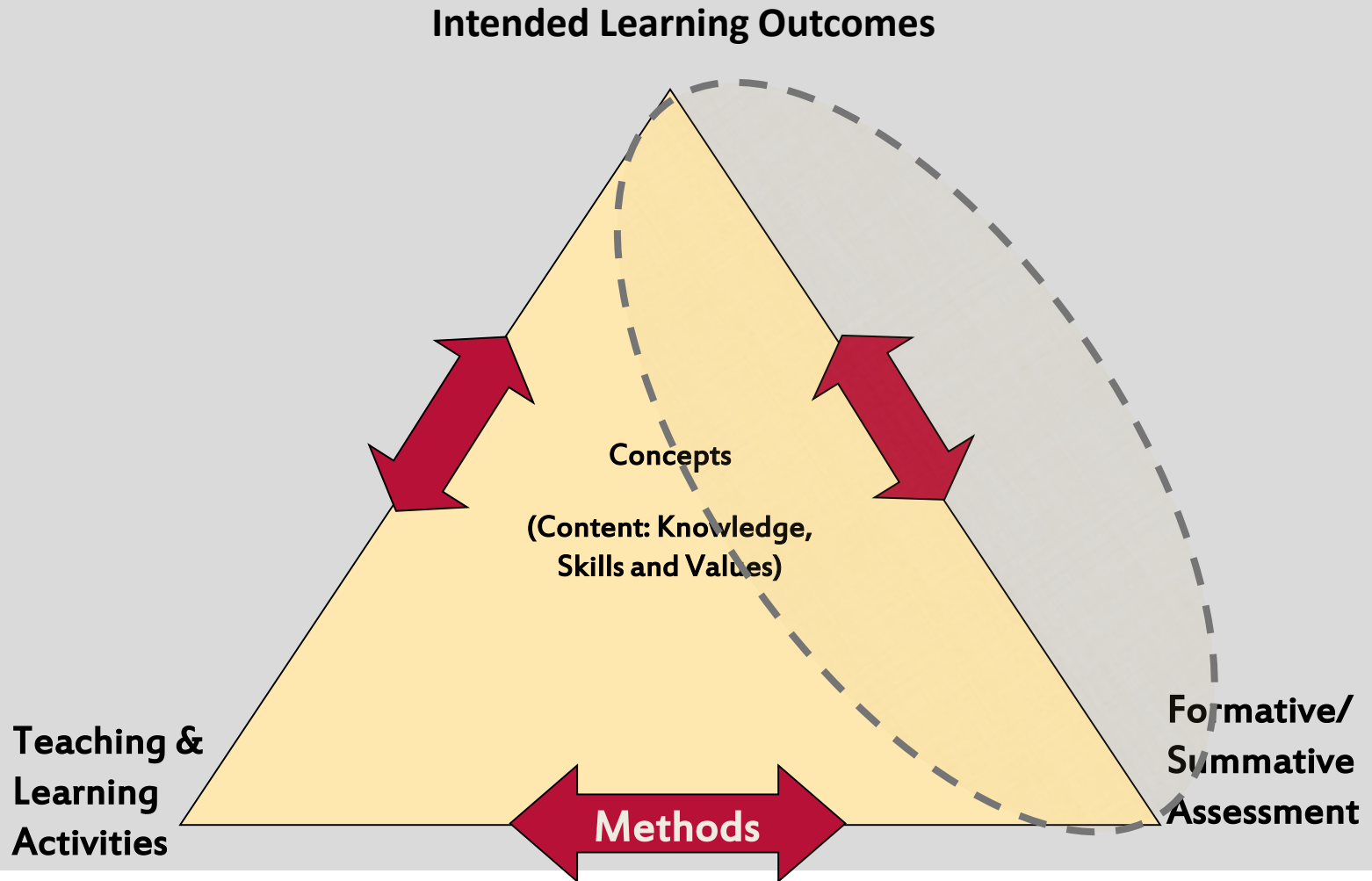
FORMATIVE AND SUMMATIVE ASSESSMENT

Formative Assessment:

- Is given to students during the course
- Involves dialogue
- Is often ungraded

Summative Assessment:

- Occurs during the term and/or at the end
- Involves little to no dialogue
- Is graded

(Definitions adapted from: Fink, L.D. (2003). Creating significant learning experiences: An integrated approach to designing college courses. San Francisco, CA: Jossey-Bass.)

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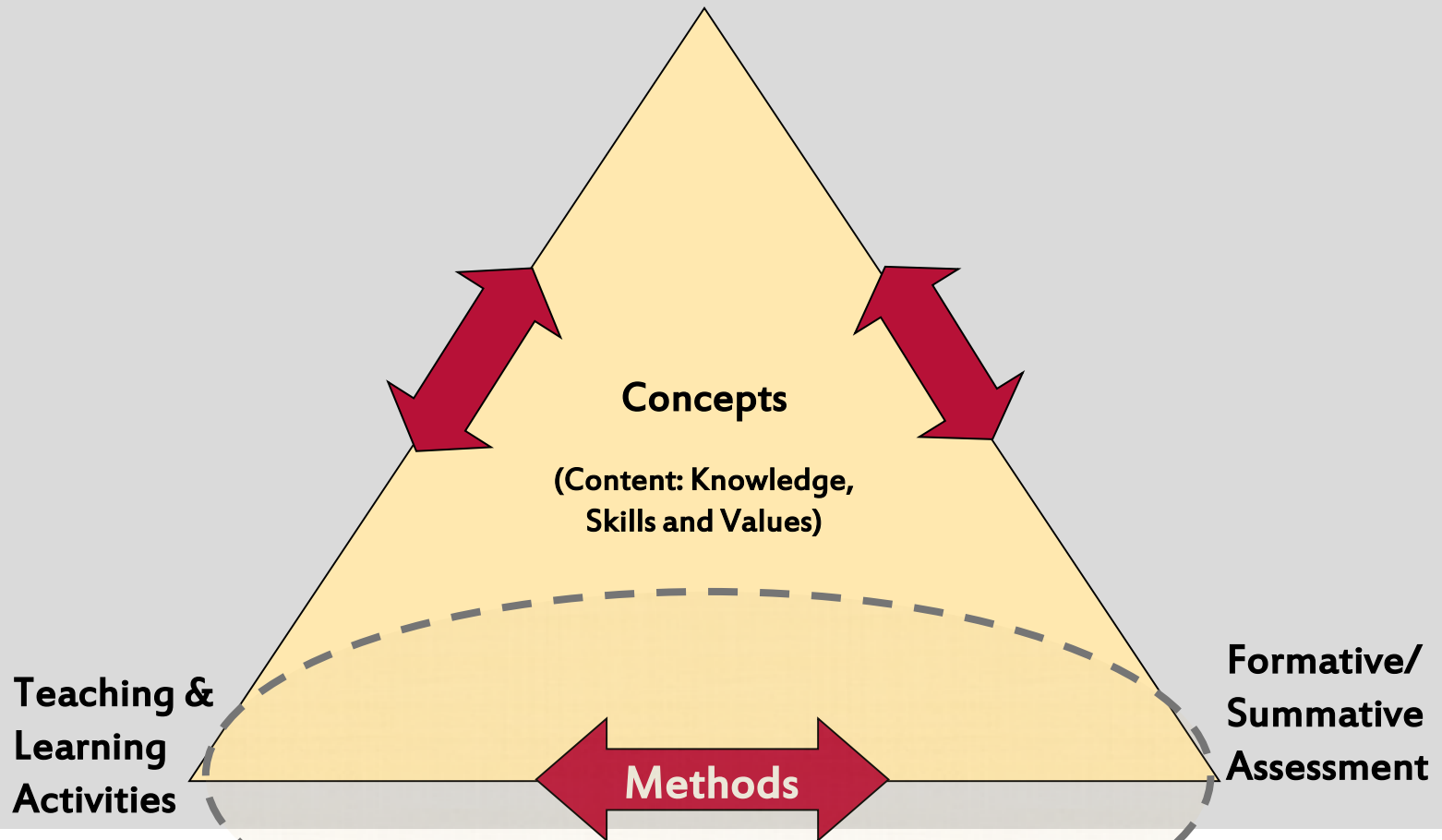
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Teaching and Learning Activities

- Assessments/ Surveys
- Polls
- Videos -YouTube
- Images/maps
- Online lectures
- Narrated PowerPoint presentations
- Screencasts
- Learning objects

- Small Group Discussion Forums
- Blogs & Wikis
- Online game-creation tools
- Drop boxes
- ePortfolios
- Practice quiz/exam questions
- Quizlet.com
- Peer evaluation

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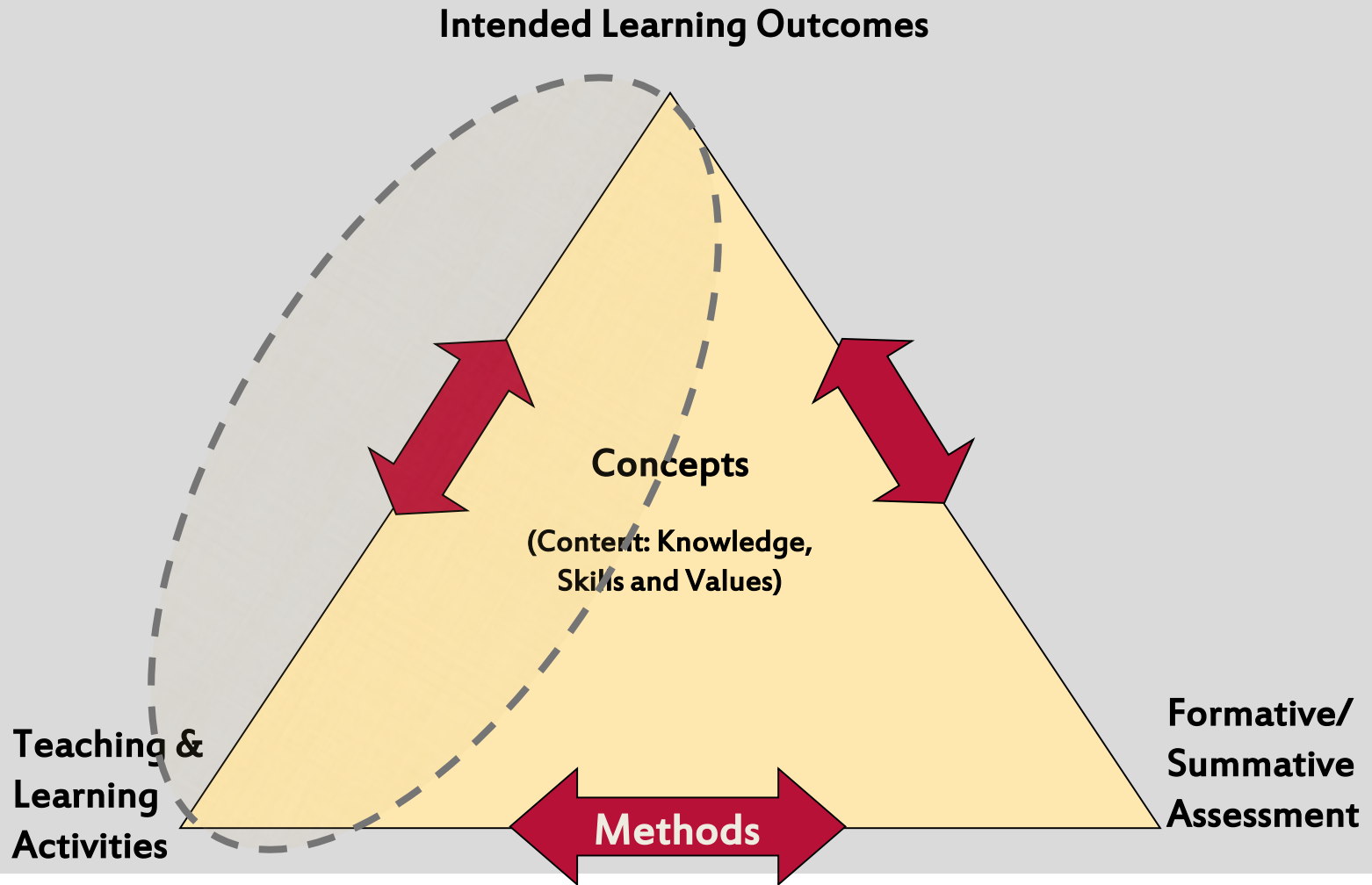
DESIGNING A BLENDED LEARNING COURSE

Start with your Intended Learning Outcomes (ILOs).

1. What will your students to do?

2. What will you do during the course?

3. How will you provide feedback to students?

4. Which activities would be best carried out in-class vs. out-of-class?

5. Are your course design components aligned?

6. Are the face-to-face and online components integrated?

7. Have you considered your instructional challenges?

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Table 1 - What will your students do?

Activity	Which outcome(s) does this address?	Formative Assessment? (yes/no)	Summative Assessment? (% of overall grade)	Where? F2F/ Online/ Offline

Table 2 - What will you do?

Activity	Time Required (#hours/week or #hours during course)	F2F/ Online/ Offline	Reusability (% or high, med , low)

Table 1. What will your students to do?

Activity	Which outcome does this address?	Formative Assessment? (yes/no)	Summative Assessment? (% overall grade)	Where? F2F/ Online/ Offline
Weekly Team project work	1, 2, 3	yes – during class time and formative on the returned work	33%	F2F
Engaging in Online Lectures (12)	1,3	no		Online
Weekly Online Quizzes (12)	1	yes – automatic feedback after due date	33%	Online
Reading Assignments (Textbook)	1,3	yes – weekly team projects address understanding of readings		Offline
Final Exam	1,2,3	no	33%	F2F

Table 2. What will you do?

Activity	Time Required(#hours/week or #hours during course)	F2F/ Online/ Offline	Reusability (% or high, med, low)
Create online lectures	~ 60 – 50 hours before course	Online	90 - 100%
Create online tests	12 – 24 hours before course	Online/Offline	90 - 100%
Plan group activities and create resource materials	~ 40 – 30 hours before course	Online/Offline	90 – 100%
Grading group activities	5 hrs/week during course	Online	5%
Create Final Exam	……		
Grade Final Exam	…….		

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BLENDED LEARNING
TRIPLE ALIGNMENT

Learning Outcome What should your students be able to do?	Assessment How will you assess whether your students have achieved the Learning Outcome?		Teaching and Learning Activity What activity will help your students achieve the learning outcome?	
	Formative ☐ (provides feedback so students can improve their learning)	**Summative** ☐ (provides a grade to a student)	**Online/Offline** ☐ (means in the LMS or by means of some other web-based tool or course work outside of class time)	**Inclass** ☐ (in the classroom)
	Formative ☐ (provides feedback so students can improve their learning)	**Summative** ☐ (provides a grade to a student)	**Online/Offline** ☐ (means in the LMS or by means of some other web-based tool or course work outside of class time)	**Inclass** ☐ (in the classroom)

Note that a single Learning Outcome can be supported by one, or more than one, Learning Activities. Likewise a single Learning Activity can support one, or more than one, Learning Outcomes.

Course Design for Blended Learning

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BLENDED LEARNING

T R I P L E   A L I G N M E N T

Learning Outcome What should your students be able to do?	Assessment How will you assess whether your students have achieved the Learning Outcome?		Teaching and Learning Activities What activity will help your students achieve the learning outcome?	
	Formative ■ (provides feedback so students can improve their learning)	**Summative** □ (provides a grade to a student)	**Online/Offline** ■ (means in the LMS or by means of some other web-based tool or course work outside of class time)	**Inclass** ■ (in the classroom)
Identify problems interpreting epidemiological data: chance, bias, confounding and effect modification;	The instructor or TAs read the postings and provide feedback on the submissions and select 2-3 that will be discussed by the class as a whole.		Pairs of students work together to find a website or internet resource that provides an example of epidemiological data that illustrates how data can be misinterpreted. Students submit the link to a discussion forum with a 250 word posting on how the data is misinterpreted. 2-3 examples derived from the discussion forum activity are discussed by the class in class time.	
	Formative □ (provides feedback so students can improve their learning)	**Summative** ■ (provides a grade to a student)	**Online/Offline** ■ (means in the LMS or by means of some other web-based tool or course work outside of class time)	**Inclass** □ (in the classroom)
All outcomes in the course	Weekly online quizzes are taken after engaging with the online lectures and readings. These quizzes make up 30% of the final grade		Online Adobe Presenter lectures and text book readings. Students watch presentations and make notes on course concepts in preparation for the weekly in class group work.	

Note that a single Learning Outcome can be supported by one, or more than one, Learning Activities. Likewise a single Learning Activity can support one, or more than one, Learning Outcomes.

Centre for Teaching Excellence, University of Waterloo.

»» Course Design for Blended Learning

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IMPLEMENTATION PLAN

Work individually for 20 minutes......

Start to devise a plan for implementing a blended task and/or a blended course and consider your course alignment

1. If you are redesigning a course for blended learning, consider using the combination of **Table 1. What will your students to do? and Table 2. What will you do?** to guide your planning
2. If your developing a new blended course, consider using the **Blended Learning Triple Alignment Chart** to guide your planning

Present your draft to your small group –flipcharts, white board etc. are available (20 minutes).

EVALUATING YOUR BLENDED COURSE

- Student feedback during term
- Course evaluations

ADDITIONAL RESOURCES: CTE TEACHING TIP SHEETS

- [Online Activities and Assessment for the Flipped Classroom](#)

- [In Class Activities and Assessment for the Flipped Classroom](#)

- [Nine Alternatives to Lecturing](#)

- [Developing Online Activities for Blended Courses](#)