

Supporting Blended Learning on Your Campus: An Online Instructor Resources Repository

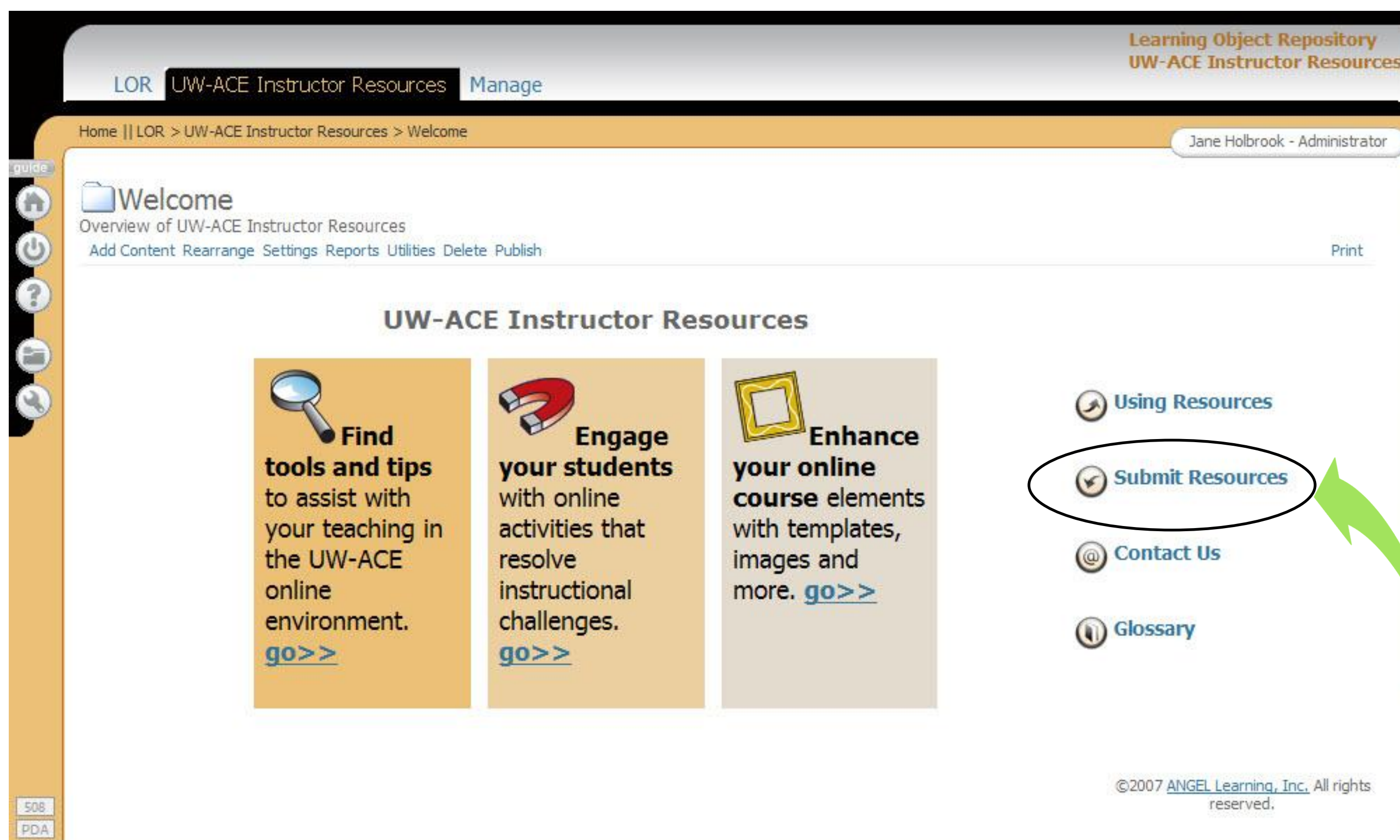
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What is Blended Learning at the University of Waterloo? Definitions of blended learning abound!

At our institution we define blended learning as the integration of thoughtfully structured online activities into the overall design of face-to-face courses. Students engage in online activities that help them achieve specified learning outcomes. These activities can contribute to student success in a variety of ways: they may help prepare students for class or tutorial discussions or lab experiences; they may promote understanding of challenging course concepts, or assess students' knowledge or retention of course concepts and skills; or they may enhance the sense of community within the course.

The Instructor Resources Repository (IRR)

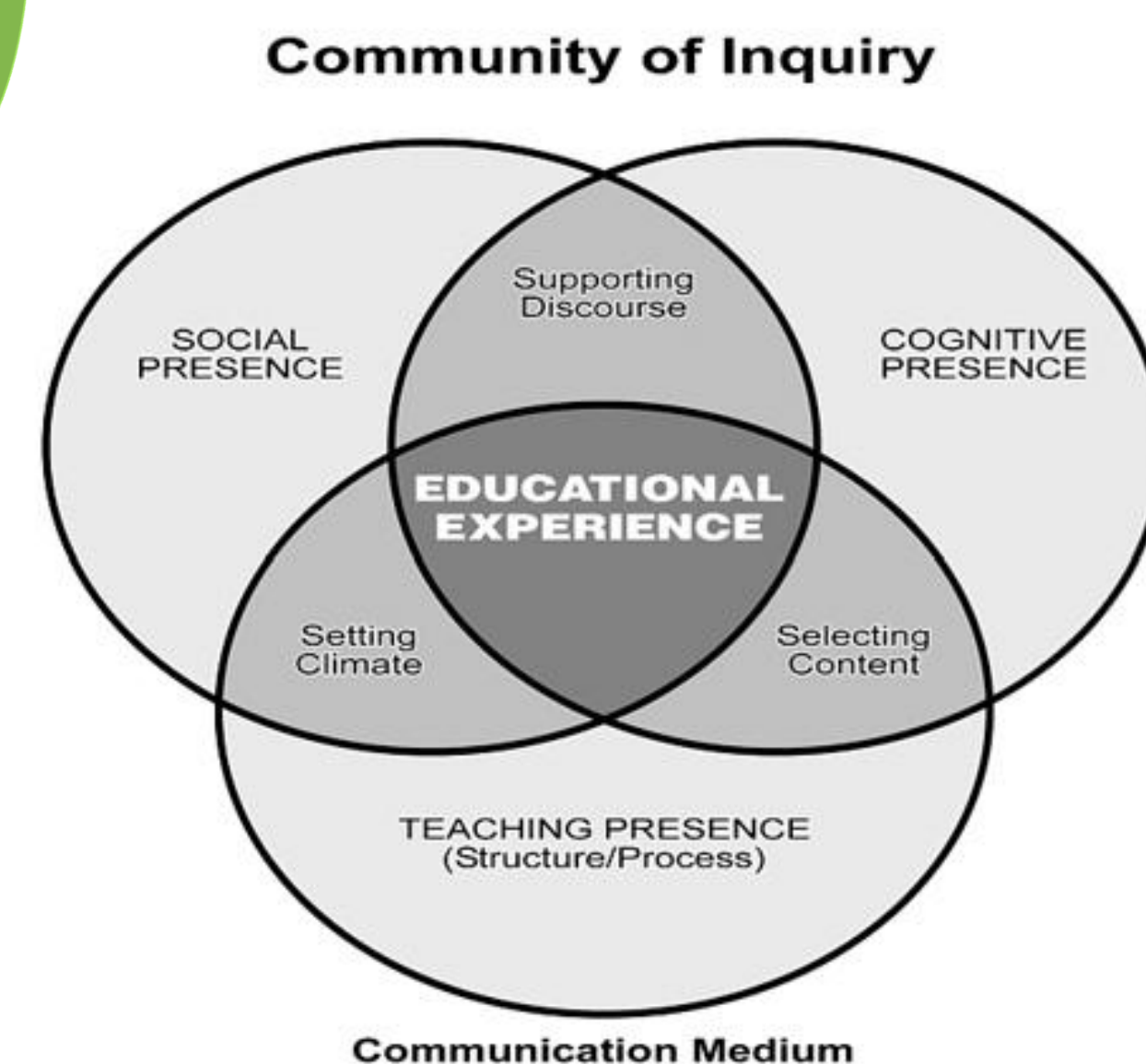
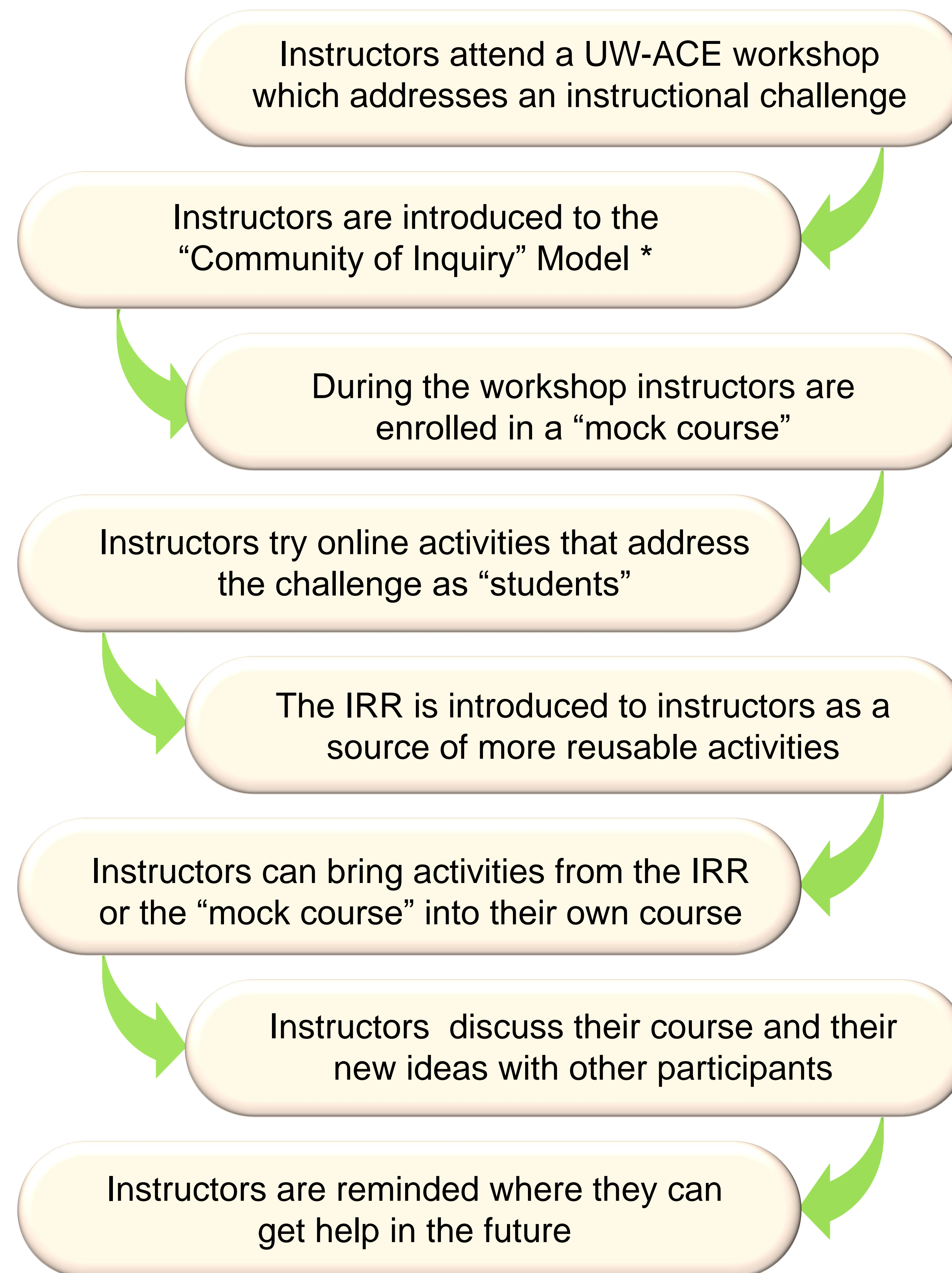
Our collection of reusable learning activities, page layout templates, and instructor tools and tips for teaching fully online or blended courses is available to all instructors who use our campus learning management system (UW-ACE).



How We Find Resources for the Repository

An important aspect of the repository is that the online activities are submitted by our own instructors for peer review. The repository coordinator creates an abstract that describes the activity and how it can be used in a range of courses. Each activity is reviewed by an instructional designer for educational value and reusability before it is included. This process, although time consuming, ensures that activities are authentic and transferable.

Introducing the IRR to Faculty



* Community of Inquiry Model

A community of inquiry is a cohesive and interactive community of learners whose purpose is to critically analyze, construct and confirm worthwhile knowledge. Three elements essential to a community of inquiry are cognitive presence, social presence and teaching presence. We encourage instructors to consider these elements when they are integrating online activities into a blended course (Garrison and Vaughan, 2008).

Instructional Challenge	My students come to class unprepared	My students can't manage the pace of their learning	My students don't seem engaged by the material	My students seem reluctant to participate in class discussions	My students have issues with group work	My students lack prerequisite knowledge and skills for the course	My classes are so large that interactive activities seem unmanageable	I spend too much time responding to similar questions from students
FAQ / Ask Your Prof or TA								
Syllabus Quiz		✓						✓
Introduce Yourself				✓				
One Minute Summary			✓			✓		✓
How Do I Learn Best?		✓				✓		
Fill-in Chart	✓	✓	✓					✓
What I Learned and How I Applied It			✓					✓
Plagiarism, Turnitin						✓		
Triple Entry Journal	✓	✓	✓	✓	✓	✓	✓	✓
Exam Preparation Task	✓	✓	✓	✓				✓
Required Post Discussion Forum	✓	✓	✓	✓				✓
Essay Peer Review Activity		✓	✓			✓		✓
Preparing for Classmates' Group Presentations	✓	✓		✓				
Seminar Questions	✓	✓	✓	✓				
Identify Assumptions and Address Misconceptions	✓		✓			✓		✓
Multiple Choice Exam Preparation		✓	✓					✓
Library Resources						✓		✓
Position Paper		✓				✓		✓
Assessing Abstracts		✓				✓		✓
Technique Shuffle	✓		✓					✓
What is Abnormal?	✓		✓			✓		✓
Reading Synthesis	✓	✓	✓			✓		✓
Concept Definition	✓							
Case Study Analysis	✓							
Pre-Lab Quizzes	✓	✓						

Finding the "Right" Activity

Activities are classified by the instructional challenge that they address. Instructors can easily find the activities in the IRR activity matrix that correspond to their challenges. Once an activity has been identified, it can be copied into a course and modified to accommodate specific course content.

Selected References

- Garrison, D.R. and Vaughan N.D. (2008). *Blended Learning in Higher Education: Framework, Principles and Guidelines*. San Francisco: Jossey-Bass.
- Garrison, D.R. and Kanuka, H.K. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7, pp. 95-105.
- Rovai, A.P. (2002). Sense of community, perceived cognitive learning, and persistence in asynchronous learning networks. *The Internet and Higher Education*, 5, pp. 319-332.