

BLENDED COURSE DESIGN AND THE SCHOLARSHIP OF TEACHING

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What is Blended Learning?

- AKA “Hybrid” courses
- *NOT* a regular class with online components
- Blend of online testing, exercises, content delivery, homework, videos, discussion forums, etc. **in exchange for** in-seat class time
- Proportion of online to in-class time varies greatly (Osguthorpe & Graham, 2003)

Why Switch to a Blended Course?

- Promotes active learning (Wickersham & McGee, 2008)
- Increased flexibility for faculty and students (Osguthorpe & Graham, 2003)
- Potentially cost effective (Osguthorpe & Graham, 2003)
- Increased student satisfaction (Pollock & Wilson, 2002; Tang & Byrne, 2007)
- May be more effective learning than online only (Lim & Morris, 2009)

Some Decisions to Make...

- What are your course objectives?
- How much in-class time to exchange for online?
- Are you prepared for a loss of power and more of a distribution of demands on your time through the week?
- Are you ready to teach time management skills?
- Are you organized enough?

(Sands, 2002)

Transitioning an Existing Course

1. Make interactivity the priority rather than information delivery (Sands, 2002).
2. Using your past lectures, determine what can be learned online and how you can use classroom time to support the online learning (Sands, 2002).
3. Determine how you can create ways for students to learn before & after class (Sibley, 2009).
4. Figure out how to blend out-of-class with in-class communication (Sibley, 2009).

Transitioning an Existing Course (cont.)

5. Plan for how you will encourage collaboration
6. Identify the online resources that are available.
7. Utilize both low & high stakes grading.
8. Find out who can help you.
9. Start early and plan for it to take twice as much time to prep as traditional courses.

(Sibley, 2009)

Conducting SOTL Research



- SOTL: Scholarship of Teaching and Learning

Research Programs/Assistance



Discussion Time

- Which class(es) to convert to blended format
 - ▣ Higher scores of perceived learning, application, and involvement for Juniors & Seniors than Freshmen & Sophomores (Lim & Morris, 2009)
- How to get started
- Remaining Issues

References

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- Sibley, I. (2009). *Ten ways to improve blended course learning design* [Web seminar].
- Tang, M., & Byrne, R. (2007). Regular versus online versus blended: A qualitative description of the advantages of the electronic modes and a quantitative evaluation. *International Journal on E-Learning, 6*(2), 257-266.
- Wickersham, L.E., & McGee, P. (2008). Perceptions of satisfaction and deeper learning in an online course. *Quarterly Review of Distance Education, 9*(1), 73-83.

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- What a Blended Course Means for You & Your Students
- Components of a Successful Blended Course
- FCTL Support & Research Opportunities
- How to Get Started

Monday, March 15
3-4:30 pm
(location)

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