

Patricia McGee, Ph.D.

The University of Texas at San Antonio

# **BLENDED COURSE DESIGN: DAY 1**

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<http://tinyurl.com/UoH-blended>

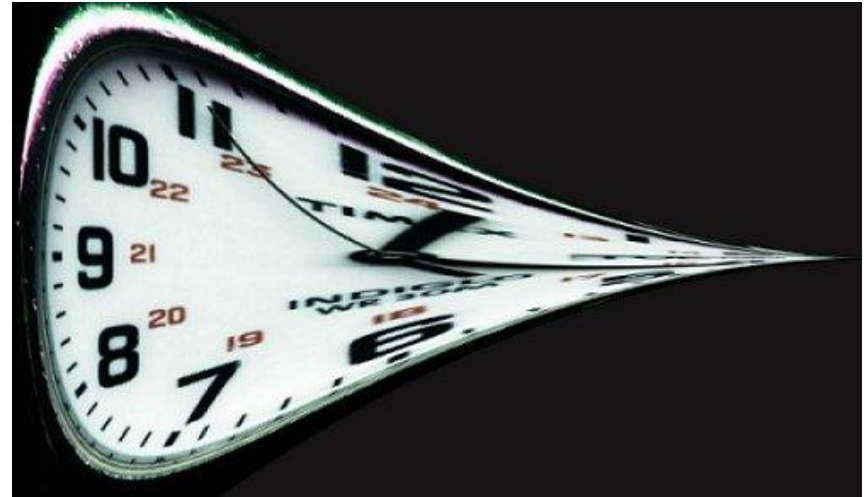
**WIKI W/ RESOURCES**

# **The Basics of Blended: What it IS and IS NOT**

Proportion of Content Delivered Online	Type of Course	Typical Description
<b>0%</b>	Traditional	Course with no online technology used — content is delivered in writing or orally.
<b>1 to 29%</b>	Web Facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example.
<b>30 to 79%</b>	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.
<b>80+%</b>	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

# What is the % blend?

- University of Central Florida mix of study modes
  - pure distance
  - face-to-face
  - between 90–10 and 10–90 ([Brown, 2001](#)).
- Time per course (semester): 90-135 hours

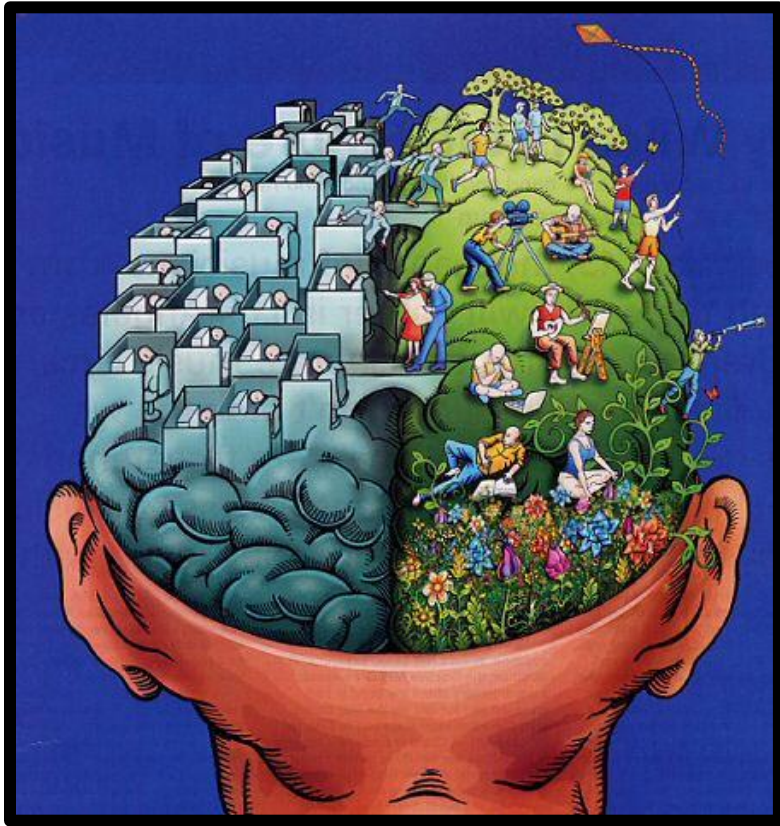


# Hybrid vs. Blended





# Trends in blended



From <http://maine121.org/tag/visualization/>

- 50-70% + institutions in US offer blended
- Women participate and succeed in blended/online courses at a higher rate than do men
- Web 2.0 and mobile tech have higher level of integration that in F2F
- Reported formal and informal learning work together
- Combination of individual assets + virtual teams
- Students tend to earn higher grades (Penn State)
- Equivalent retention as F2F
- Accelerated learning is often a result



# Blended courses can...

- Lead to using more **participatory** and **student-centered** learning activities
- Transform the **teacher-student relationship** to be more focused on student learning
- Transform the instructor role to be more **facilitative** and **learner-centered**
- **Other?**



# Guided informal learning



iTunes U



Einztein.com



ACADEMIC EARTH



.edu

MITOPENCOURSEWARE  
MASSACHUSETTS INSTITUTE OF TECHNOLOGY



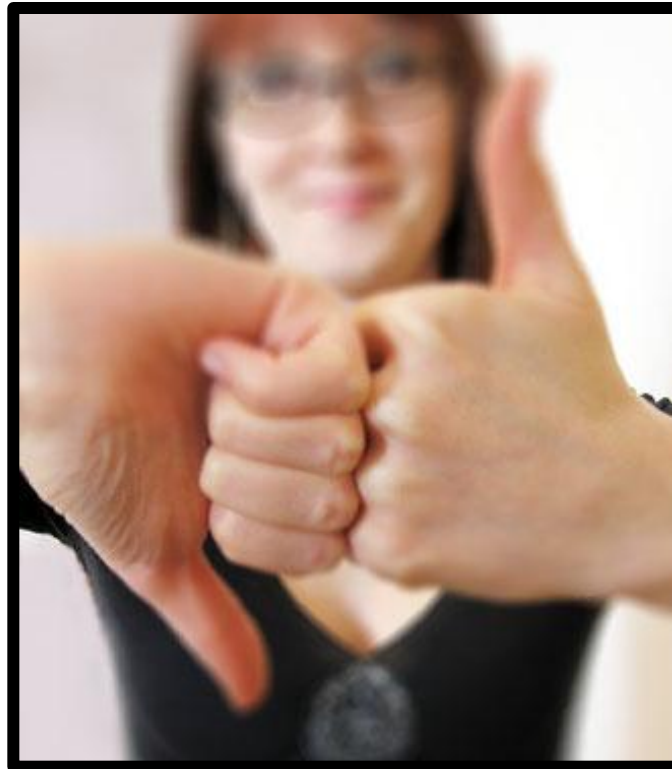
The Open University

# Two sides of blended

**Appeal?**

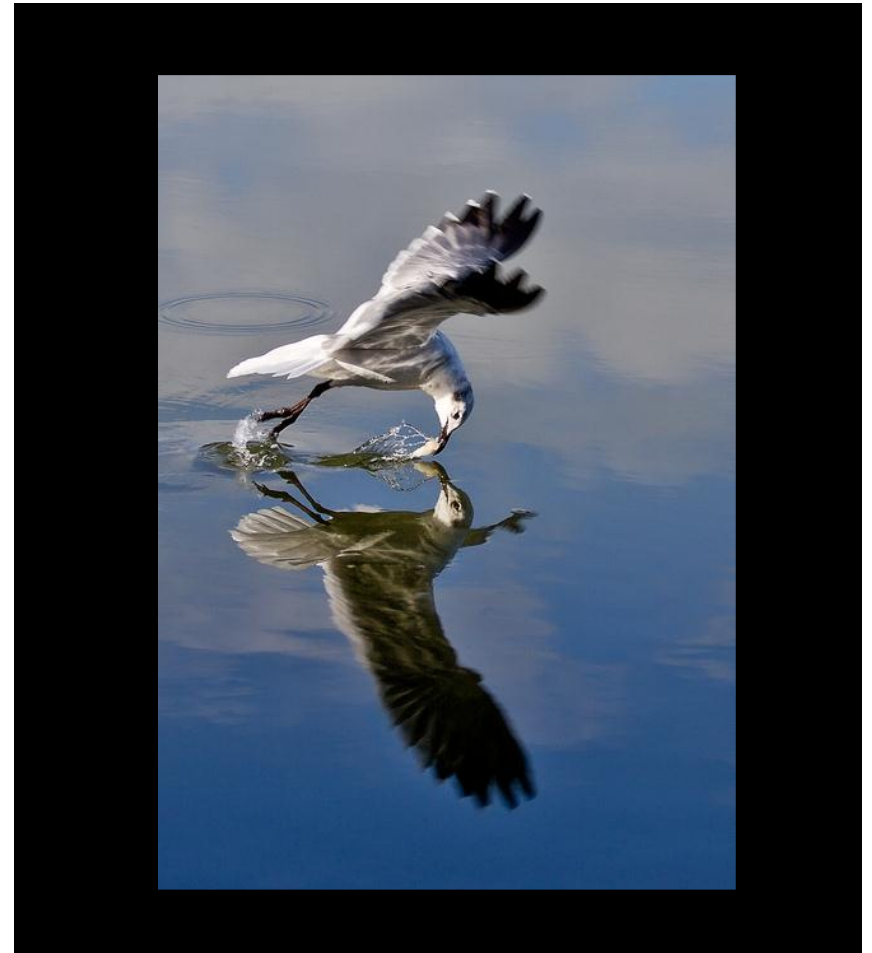
**vs.**

**Challenges?**



# What does this mean for us?

- **Learner preparedness and preparation**
- **Organization and explanation of course**
- **Scope of course content and activities**
- **Course standards and expectations**



# THE MODELS

eHandout

# Focus: What's your model?

- What do you look for/want in a framework for developing a blended course?
- What helps you develop a course?

# Workforce Blended/Hybrid Model

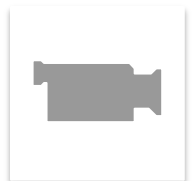
Two or more forms of distinct methods of instruction, such as

- ✓ Classroom + online (**traditional blended**)
- ✓ Online + mentor or coach (e.g., **independent study**)
- ✓ Simulations with structured classes (e.g., **Second Life™ and FTF**)
- ✓ On-the-job training + informal learning (e.g., **internships**)
- ✓ Managerial coaching + eLearning (e.g., **practicum**)

(Maisie, 2002, p. 59)

# U of Wolverhampton Model

1. Creative and stimulating use of **electronic content**
2. **Collaborative Learning**
3. **Formative Assessment with integrated feedback**
4. [Electronic Personal Development Planning ePDP](#) to increase learner's awareness of themselves,
5. Save time and paper with **electronic assignments**





# Hybrid + Flexible = HyFlex

- ✓ **Learner Choice:** Provide meaningful alternative participation modes and enable students to choose between participation modes weekly (or topically).
- ✓ **Equivalency:** Provide equivalent learning activities in all participation modes.
- ✓ **Reusability:** Utilize artifacts from learning activities in each participation mode as “learning objects’ for all students.
- ✓ **Accessibility:** Equip students with technology skills and access to all participation modes.

# Two Course Types

## Type A

Small to moderate interactive classes

- Content presentation and class discussion
- Ex: Graduate seminars



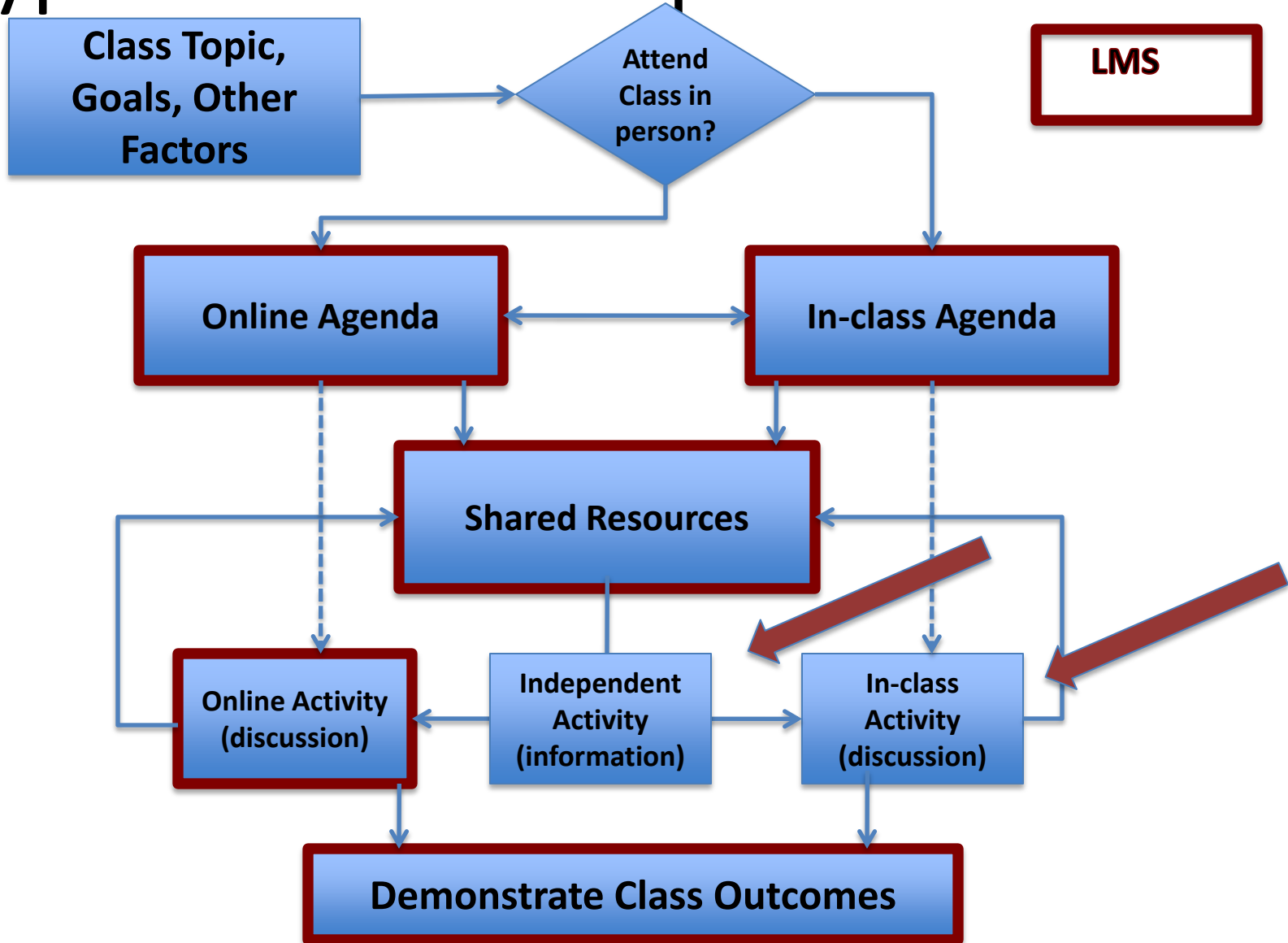
## Type B

Large lecture classes

- Minimal in-class interaction among students and faculty
- Ex: Undergraduate required courses



# Type A: Student Experience

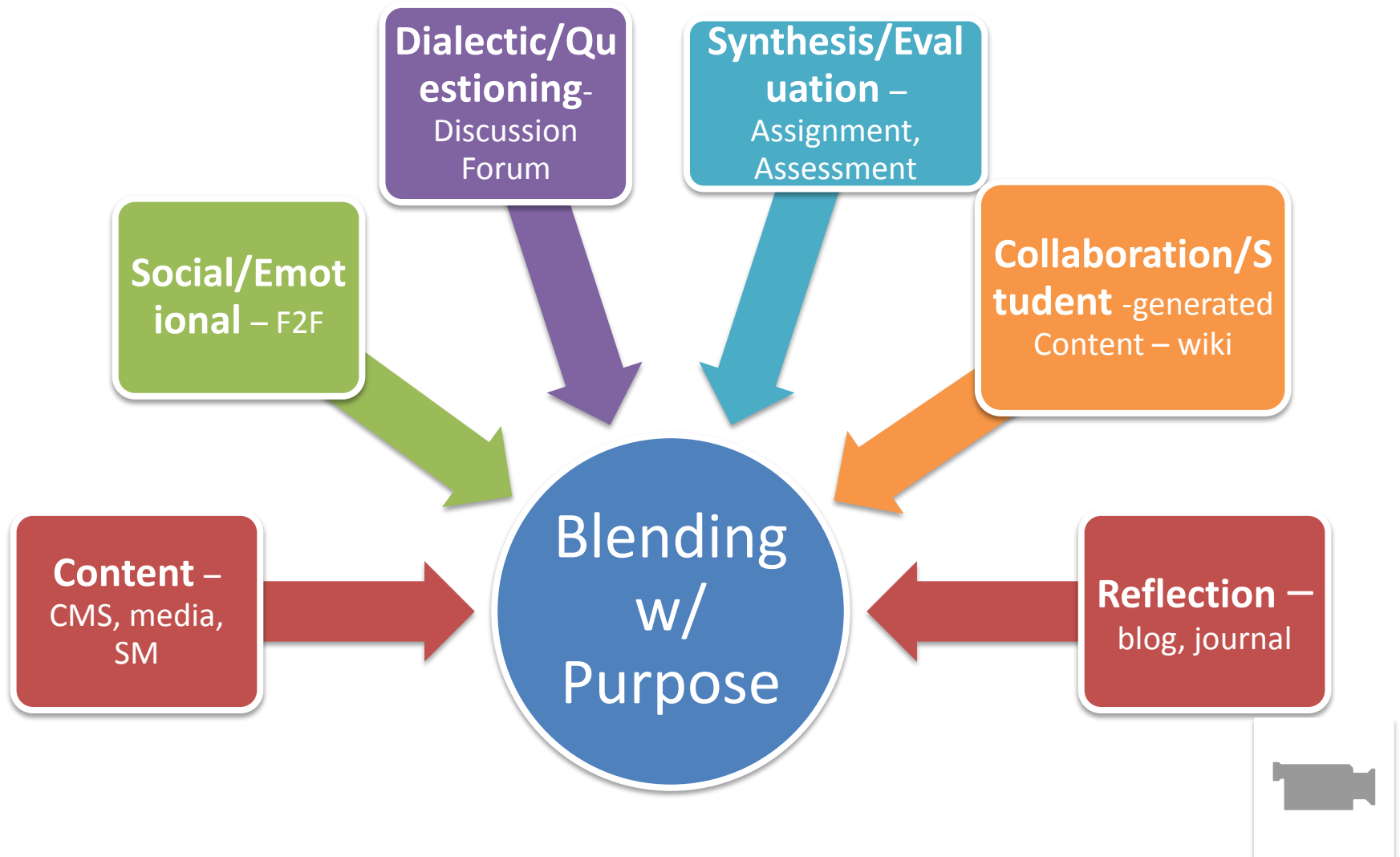


# Type B: Lecture Capture

Lecture capture technology is capable of packaging and distributing lectures in different formats (Rich media echo, Podcast (MP3), Enhanced Podcast, Video).

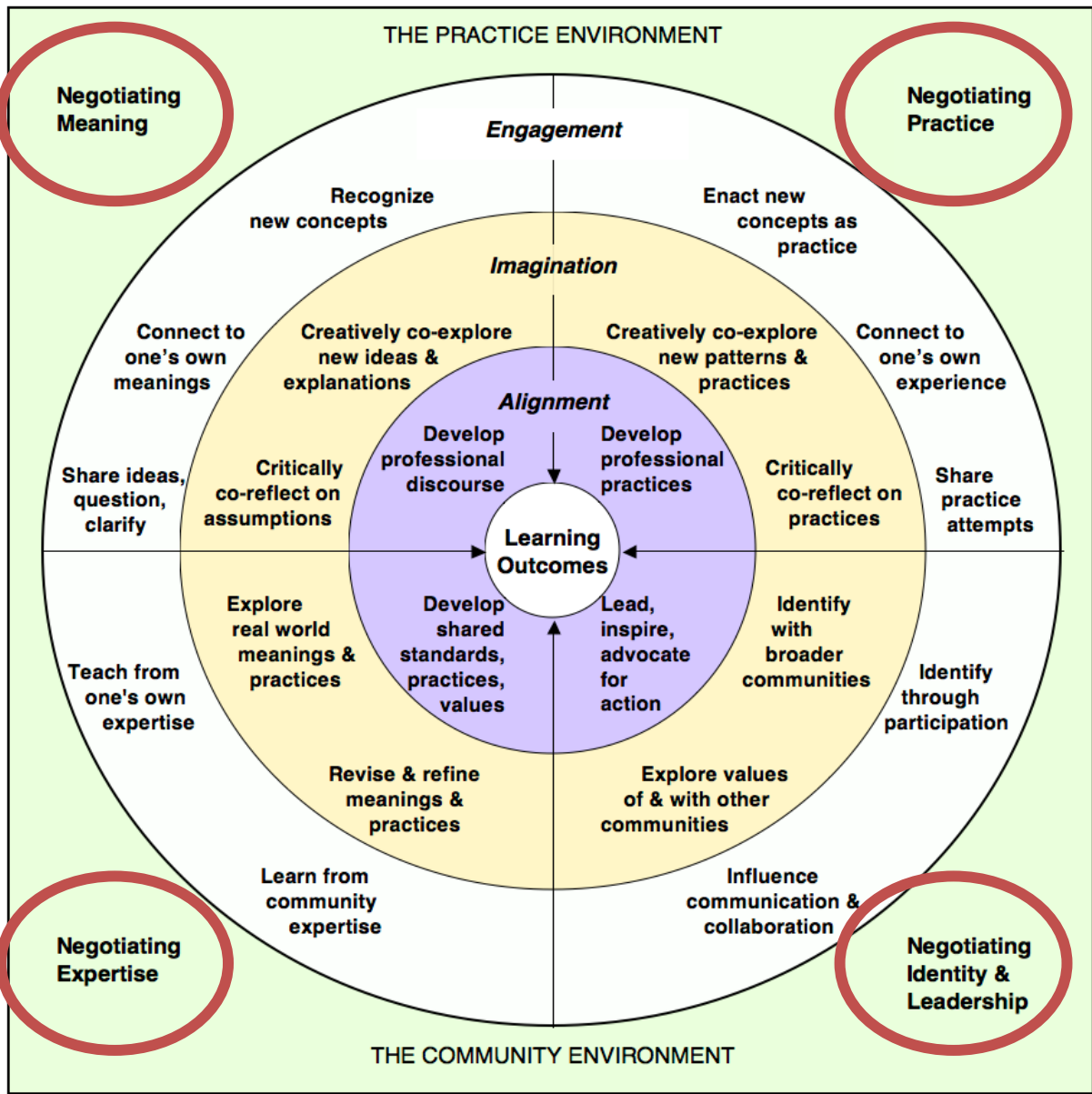
The screenshot shows a video player interface for a lecture. The top header includes the course title "Principles of Marketing" by "Robertson, Bruce", the "CourseStream" logo, and the "SAN FRANCISCO STATE UNIVERSITY" logo. The main video area is split into two sections: a video feed of the lecturer on the left and a presentation slide on the right. The slide is titled "Target Marketing II" and includes the text "MKTG 431 'Marketing'", "Bruce Robertson, Ph. D.", and "Fall, 2009". Below the video player, there is a navigation bar with four thumbnails. The second thumbnail is selected and shows the same slide as the main video area. The third thumbnail is titled "Key Points" and lists: Segmentation, Targeting, Positioning, and Forecasting. The fourth thumbnail is titled "What is your VALS profile?" and includes a diamond-shaped chart and a list of consumer segments: Innovators (12.7%), Thinkers (5.1%), Achievers (11.4%), Experiencers (39.8%), Believers (2.5%), Strivers (30.4%), Makers (0.0%), and Survivors (0.0%). The video player controls at the bottom show the video is paused at 00:01:35 of a 01:15:00 video. The "echo" logo is visible in the bottom right corner.

# The Multimodal Model (Picciano)



# COP Model of Blended Learning

## Learning



From <http://www.jyukawa.com/research.html>

Yukawa, J. (2010). Communities of Practice for Blended Learning: Toward an Integrated Model for LIS Education. *Journal of Education for Library and Information Science* 51 (2), 54-75

# CoP Example SME approach



What is your model?



**What Goes Where and When:  
Determining Classroom, Blend, and  
Online Components**

e-Learning at The University of Florida


Build Student View


DCE WebCT Vista Support - Online Course Demo

Go to


Calendar Assignments My Grades Assessments More Tools


You are currently on: Home Page


 flexiblelearning  
at the University of Florida





Welcome to DEP 3053 Developmental Psychology  
Professor: Penny S. McNatt-Devine, PhD


 [Start Here](#)  
Course Introduction, Syllabus,  
Instructor Information

 [Help Resources](#)  
Important: How to use  
WebCT, Technical Help  
Resources, How to be  
Successful in Your Course

 [Course Content](#)  
Course learning modules

 [Access the eLibrary](#)  
Access UF Library Resources.

 [DEP 3053 Mid-Course  
Evaluation](#)

 [DEP 3053 Final Course  
Evaluation](#)

Useful links: [Technical Help](#) | [myUFL](#),  
© 2006 [UF Home Page](#) | [UF Flexible Learning](#)  
Last Updated: 02/14/2007 11:41:03

# What goes Where

# Instructional framework

- Learner-**centered**
- **Big** Ideas
- **Process/Content** driven
- Pedagogical **Navigation**



# Pedagogical Navigation



<http://www.youtube.com/user/CourseSites>

<http://www.lamsinternational.com/>



Project-based

Include Sample Content

### Description:

This course structure is ideal if you use projects as way to organize your instruction and materials, as well as encourage independent and group work.

Course Menu items can be renamed or removed, and additional items can be added.

### Course Name (Course ID)

What's New and Due

Course Overview

Instructor Information

Projects

Learning Aids

Project Groups

Course Wiki

Individual Blogs

Live Collaboration

Let's Chat

My Progress

Additional Tools

Student User Guide

Instructor Alerts

Instructor Alerts



COURSEsites  
by Blackboard



Science-focused

Include Sample Content

### Description:

This course structure is ideal if you instruct a science-based course, which may contain lab experiences.

Course Menu items can be renamed or removed, and additional items can be added.

### Course Name (Course ID)

What's New and Due

Course Overview

Lead Scientist

Units

Lab Materials

Experiment Journal

Scientific Discussions

Course Blog

Wiki Glossary

Live Lab

Helpful Resources

My Grades

Additional Tools

Student User Guide

Instructor Alerts



**COURSEsites**  
by Blackboard



Cooperative Learning

Include Sample Content

### Description:

This course structure is ideal if you follow a cooperative learning approach to your teaching, where student works in groups and use social learning tools to build knowledge and accomplish objectives.

Course Menu items can be renamed or removed, and additional items can be added.

### Course Name (Course ID)

Course Homepage

Syllabus

Facilitator

Learning Resources

Working Groups

Course Wiki

Blogs

Learning Journal

Live Classroom

Text Chat

My Progress

Additional Tools

Student User Guide

Instructor Alerts



**COURSEsites**  
by Blackboard

# **MAKING THE BLEND**



# Core Considerations

## F2F

Maximum Satisfaction

Relevant

## Online

Meaningful

Informative Feedback

## Blend

Time-based

Authentic

# What modality? Pepperdine...

## F2F

- Building relationships
- Fostering personal report
- Establishing class norms
- Team-building activities
- Integrating large & small groups
- Addressing delicate matters
- Proctoring exams

**ASSURANCE**

## Synchronous

- Reducing commute time
- Student review of mini-lectures
- Time-intensive activities
- Deep engagement with materials
- Peer review and feedback
- Student online presentations
- Take-home quizzes
- Practice exams
- Team project work

**ACTIVITY with CONTENT/OTHERS**

# Strategic modality? Pepperdine...

## Remote Online

- Reducing commute time
- Team collaboration
- Peer-to-peer instruction
- Conferring one-on-one
- Integrating guest speakers
- Online group activities
- Conducting class while traveling

## Multi-campus

- Reducing commute time
- Enhance enrollment flexibility
- Group activities and projects
- Integrate guest speakers
- Record class sessions

### A. The Traditional F2F Course

**Home:**  
Text  
readings

**Home:**  
Online Topic  
quizzes due  
before lecture

**F2F:**  
Lecture, in  
class  
exams

10%

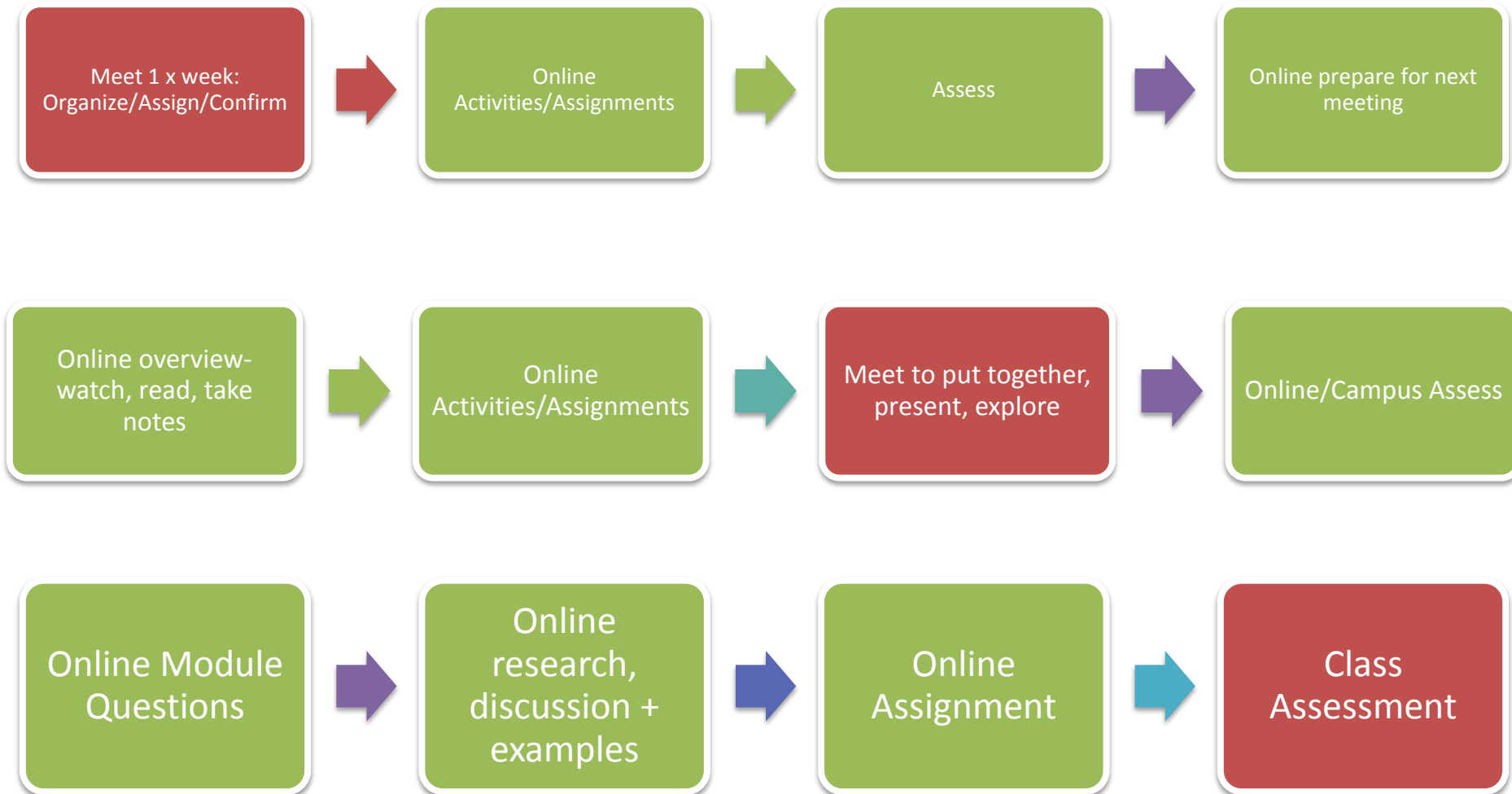
90%

...meets for 150 minutes/week

# Chunking the schedule

RED= Class

GREEN= Out of Class



NOTE: Student taught modules are in **GREEN!**

module	topic	dates	location	reading	what is due during the module
Pre-course	Open learning	Before 9.1.08	NA	<i>What it takes to be a successful online learner</i> Richard Baraniuk: <a href="#">Goodbye, textbooks; hello, open-source learning</a> Video	
<b><u>1</u></b>	What is the nature of distance education?	aug 27 to sept 10 -Meet on <b>Sept 8</b>	DB 1.120	Ch. 1&2	1. <a href="#">Successful Online Learning</a> 2. Team Member's Attributes Discussion 3. Theory and Course Design (10 pts)
<b><u>2</u></b>	What does distance learning look like?	sept 8 to 22 - Meet on <b>Sept 15</b>	DB 1.120	Ch. 3&4 <a href="#">Teaching a Module</a>	1. <a href="#">Distance Learning Survivor!</a> (10 pts) 2. Distance Learning and You (5 pts)
<b><u>3</u></b>	What are the design principles for distance learning?	sept 22 to 29 <b>Meet on Sept 22</b>	DB 1.120	Ch. 5	1. <a href="#">DL Module Plan</a> (5 pts)
<b><u>4</u></b>	Who are the most successful distant learners?	sept 29 to oct 6 <b>Meet on Sept 29</b>	DB 1.120 <b>at 6 PM</b>	Ch. 6 Teams: <a href="#">Text Site</a>	1. Interview of a distant learner (5pts)
<b><u>5</u></b>	What do we need to know about teaching at a distance?	oct 6 to oct 13 <b>Meet on Oct 6</b>	DB 1.120 <b>at 6 PM</b>	Ch. 7 <a href="#">Logic Map</a> <a href="#">Lesson Plan</a> <a href="#">Template</a> Teams: <a href="#">Text Site</a>	1. Best Practices (10 pts) <a href="#">Team 1</a> , <a href="#">Team 2</a> , <a href="#">Team 3</a> , <a href="#">Team 4 due sept 29</a> 2. <a href="#">Learner Self Assessment for CH 8</a> <b>Note: Chapter 8 Team must turn in outline/draft plan by oct 6</b>
<b><u>6</u></b>	How should we design materials for distance learning?	oct 13 to 27	online <b>CH 8 Team-</b>	Chapter 8 Handouts, etc. Teams: <a href="#">Text Site</a>	Team Teach (10 pts) Assignments (5 pts total) <b>Note: Chapter 9 team must turn in outline draft by oct 20</b>
<b><u>7</u></b>	What is unique about online learning?	oct 27 to nov 10	online <b>CH 9 Team</b>	Chapter 9 WWW, Internet & DE Teams: <a href="#">Text Site</a>	Team Teach (10 pts) <a href="#">CH 8 Team Self Assessment</a> and Reflection Assignments (5 pts) <a href="#">Learner Self Assessment</a> <b>Note: Chapter 10 team must turn in outline draft by nov 3</b>

# Example: The Class Schedule

- Three days **prior to their next on-campus meeting**, students are given a question or problem to **discuss online**.
- During the **face-to-face class**, the instructor projects the online discussion thread, then **continues the discussion** with a group of participants who are now better prepared and engaged.
- The instructor creates a **private online discussion** area (a “journal”) for each student in the course; students post questions and drafts of their work, and get feedback from their instructor.
- Students **research** and prepare aspects of **team projects** online, post them to the **online discussions for debate** and revision
- Students **present team projects to the on-campus class** for final discussion and assessment.

# Intervals?

1. Time needed to **process new information**
2. Time needed to **prepare processed information**
3. Time needed to **respond** (synchronous events)

**Recommendation:** Provide time estimates for assignments and asynchronous activities.



# Example Intervals

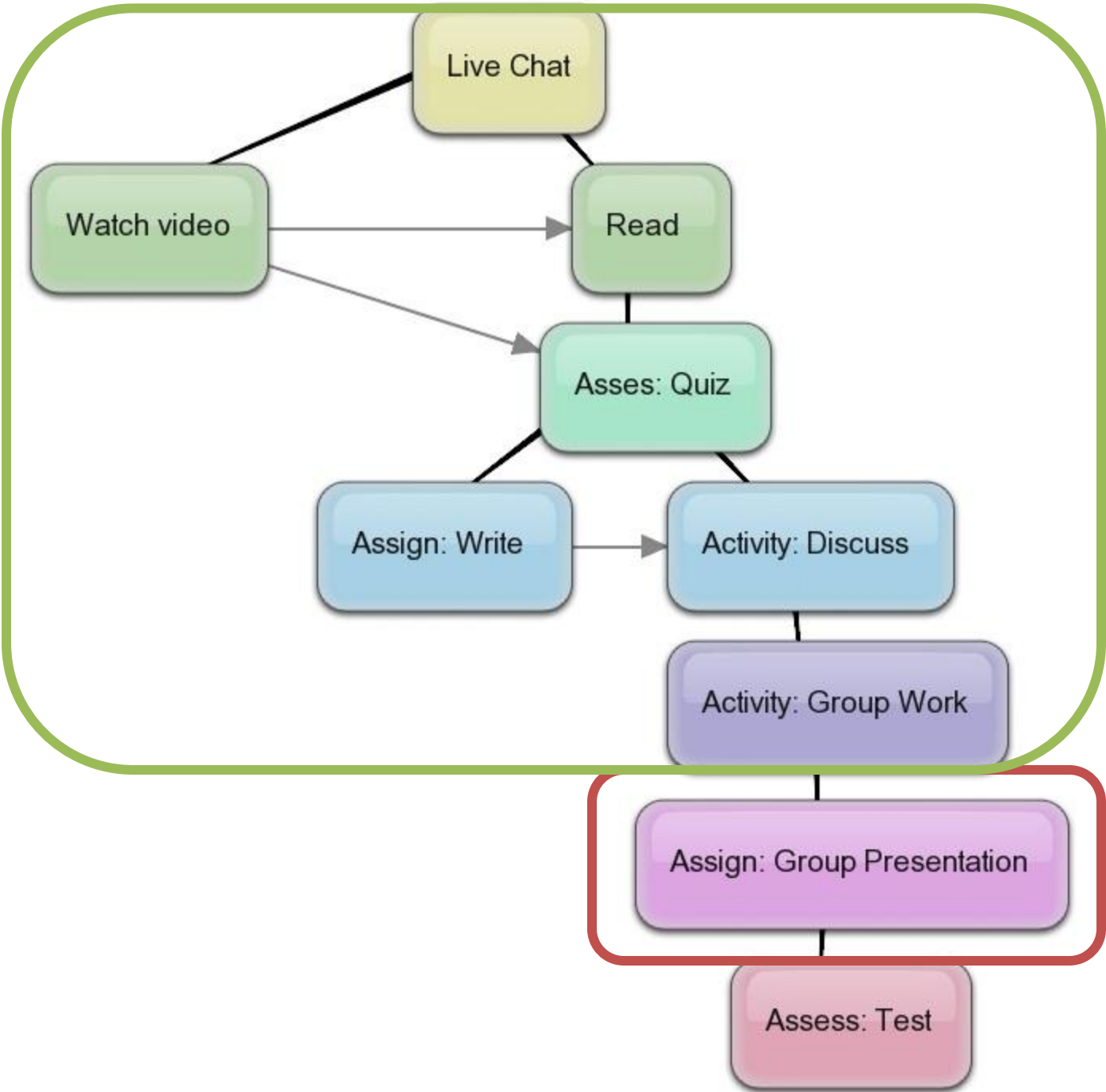
## Principle

1. Time is needed to **process new information**
1. Time is needed to **prepare processed information**
1. Time is needed to **respond** (synchronous events)

## Application

1. Read (2 hours), watch (20 min., discuss (1 hour chat) the chapter on social conflict (over 3 days)
2. Create a Voicethread™ that illustrates your position on the causes of and solutions for social conflict (1 week)
3. In chat, count to 10 before responding

# Blended Choices



# Deciding **What** goes **Where**

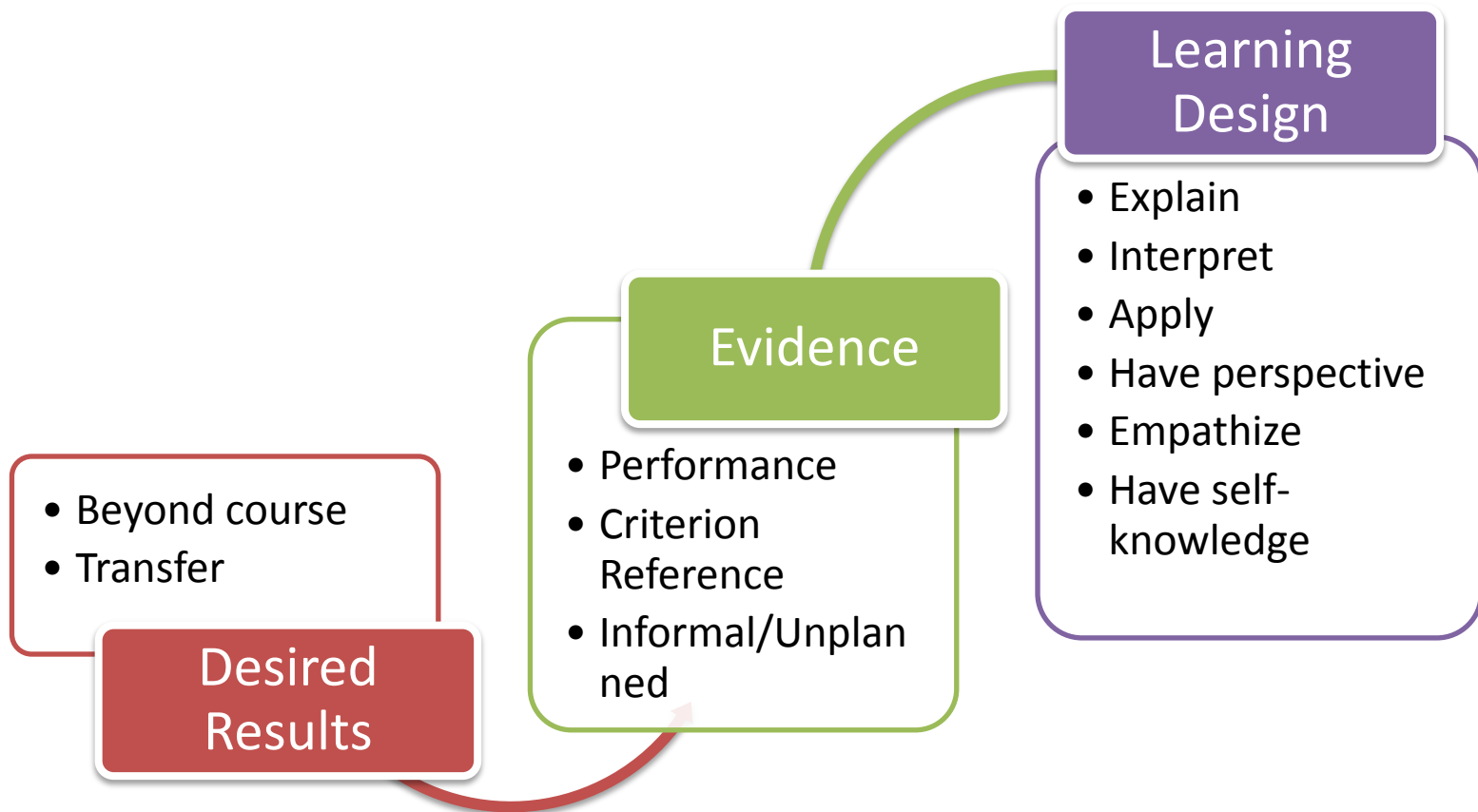
- Give them something in each mode that they **want, need** and/or **cannot get any other way**
- Relate to their **academic** or **personal interests**: choices
- Provide **privileges/acknowledgements** for meeting or exceeding expectations
- Offer **samples** of work, **peer reviews**, **benchmark assessments**

# Your course

- What happens (or can) in the classroom?
- What happens (or might) outside the classroom?
- What must be provided for students to be successful?

# **Best Practices**

# Backwards Design



# Overview of Re-design Process

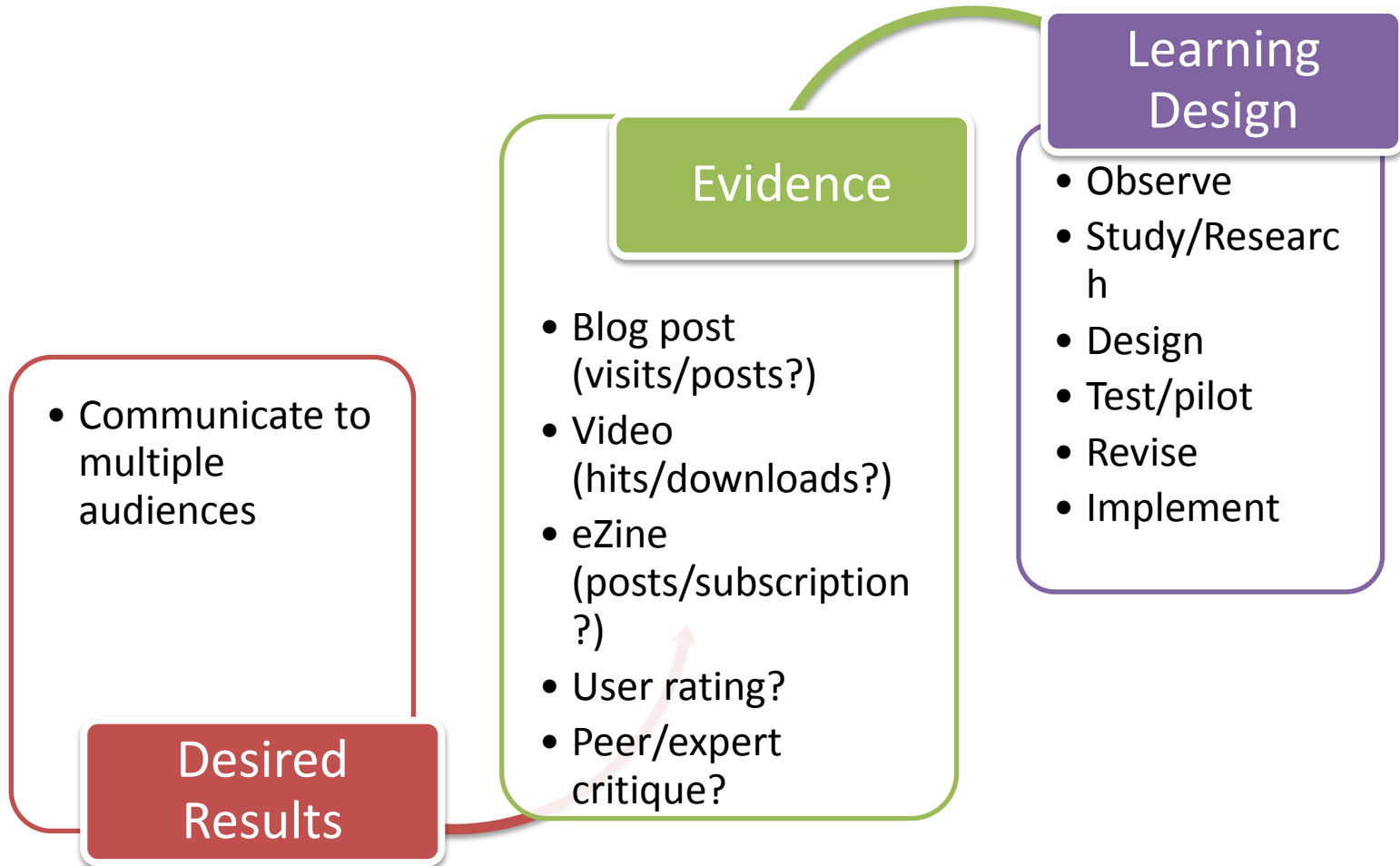


Objectives

Assessment

Activities/Assignments

# Backwards Design Applied





# Mental Function and Skill Level: Five Stage Model

	Novice	Competent	Proficient	Expert	Master
Recollection	Non-situational	Situational	Situational	Situational	Situational
Recognition	Decomposed	Decomposed	Holistic	Holistic	Holistic
Decision	Analytical	Analytical	Analytical	Intuitive	Intuitive
Awareness	Monitoring	Monitoring	Monitoring	Monitoring	Absorbed

Workplace experience 

(Dreyfus & Dreyfus, 1980, p. 15)

# Modes: Successful Practices

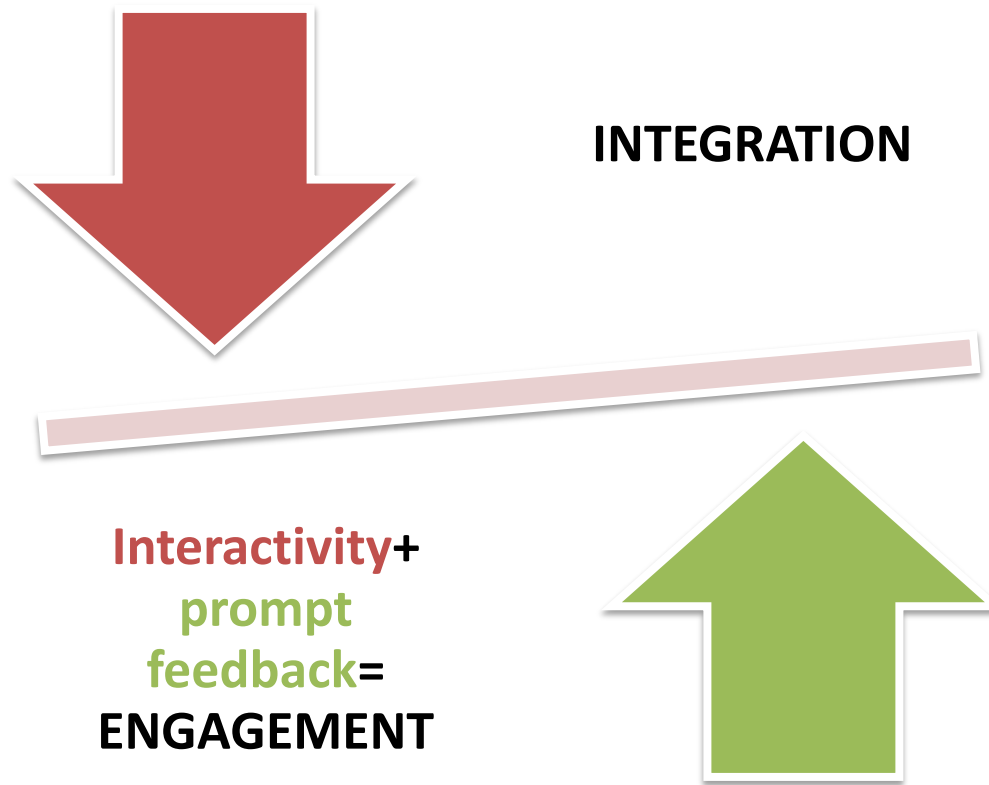
## Face-to-Face

- Formal: instructor-directed
  - Workshop style
  - Hands-on (labs)
  - Coaching/mentoring
  - OJT
- Informal: Learner-centered
  - Community/teams
  - Role modeling

## Online

- Structured Interactions
  - Collaborative/integrated
  - Independent/self-directed
  - Single stream conversations:  
email + discussions

# F2F – Blend - Online



# Recommendations for Discussions

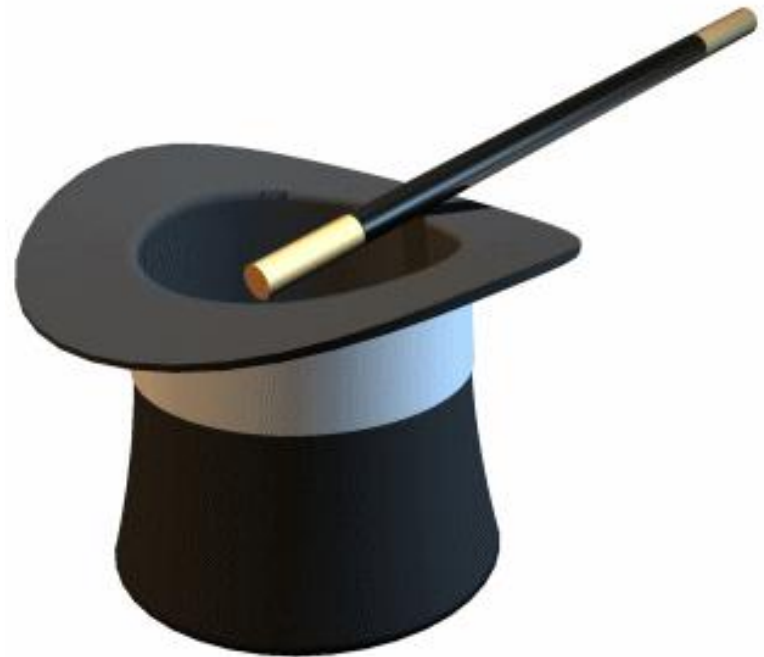
- ✓ **Assess** online discussions
- ✓ Create an online discussions activity which draws on the **strengths of the medium** and is genuinely **discursive**
- ✓ Introduce students to the **role of online discussions** within the course
- ✓ Use the **strengths of the F2F** discussion environment
- ✓ Monitor (only) the online discussions and consistently **include them** within the F2F discussions

# Technology Use

**Yes**

- Form habits
- Model 1<sup>st</sup> use
- Relevant
- Benefit to learning

**No**



# Assessment Practices



- Preferred online
  - Campus proctored exams
- Disconnect: active learning – objective assessments vs. performance assessments
  - Rubrics
  - Checklists
  - Rating scales

# Aligning your objectives with...

## 3 A's

- Activity
- Assignment
- Assessment (formal, informal)

## Example

- In class: students bring examples (news, experience, research) of 21<sup>st</sup> century learners
- Out of class: teams complete [webquest](#)
- In class: Peer and instructor grade of findings

Lunch!



# **What Blended Courses Look Like: Looking at Real Courses**

# Course Rubrics can be used..

- ✓ As a design guide
- ✓ As a quality assurance process
- ✓ To check for alignment
- ✓ To consider the needs of all learners
- ✓ To make the design process transparent
- ✓ To provide a foundation for the syllabus

# Most based on Quality Matters™

Designed for ONLINE  
courses

- Learning Objectives
- Assessment & Measurement
- Instructional Materials
- Learner Interaction & Engagement
- Course Technology
- Learner Support
- Accessibility



# Looking at Examples

1. Instructional Design
2. Communication, Interaction, Collaboration
3. Student Evaluation and Assessment
4. Learner Support & Resources
5. Web Design

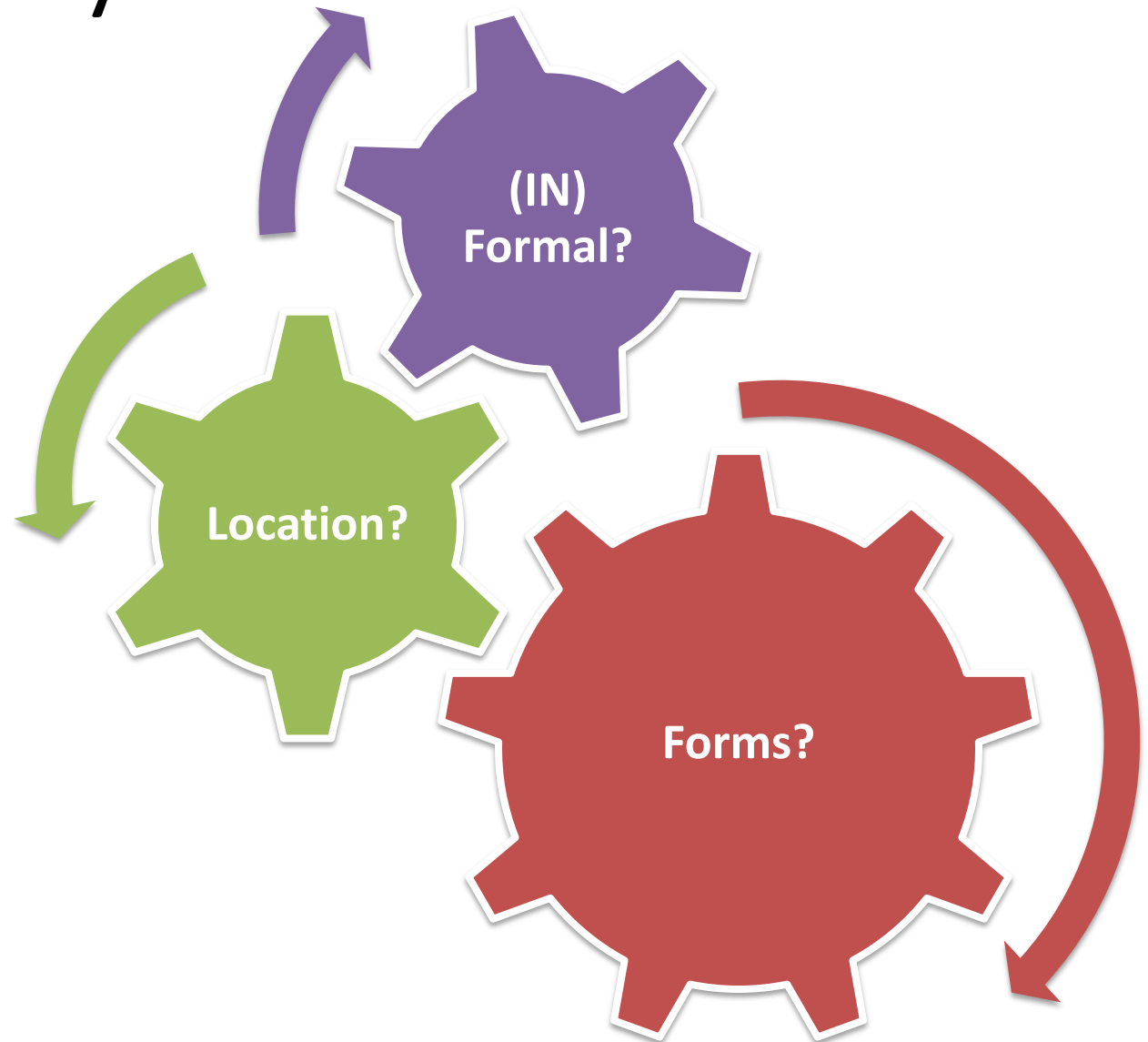
Go to

<http://tinyurl.com/UoH-blended>

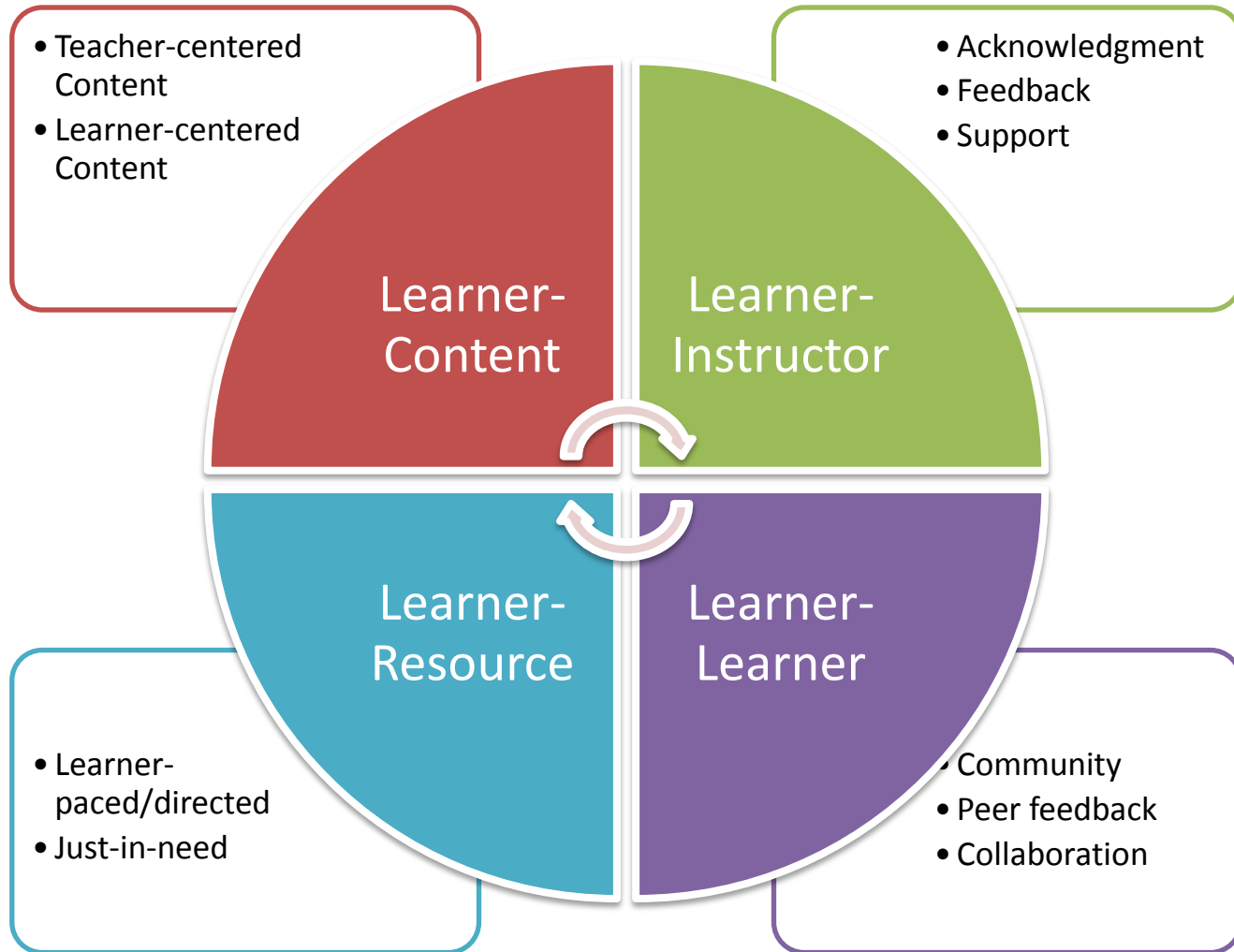
- Use GCC rubric
- Click on Course Examples: web courses or syllabi
- Select a course and review at least three areas.

# **Interactivity through Technology: Engaging the Learner with Relevance**

# Interactivity



# Interactions Framework



# Example: Marist Interaction

## Learner: Content

- Teacher-designed?
- Learner-constructed?
- *Streaming video?*
- *Classroom lecture?*
- *Student reports?*

## Learner: Instructor

- Feedback?
- Acknowledgement?
- *Student of the week?*
- *Instructor as team member/consultant?*

## Learner: Learner

- Community
- Peer Feedback
- Collaboration
- *Wiki? Live chats?*
- *Classroom breakout groups?*
- *Peer review?*



# Interactivity for the Learner

## Activities can...

- **Bridge** F2F and online
- Focus **content learning**
- Support **rehearsal**
- Reinforce **objectives**
- Be a part of **incremental learning**
- Shift **content presentation source**

## Assignments should...

- Serve a **purpose**
- Require **accountability**
- **Offer options**, when possible
- Provide opportunity for **practice**
- Be a **bridge** between locations
- Relate to **activities** and **assessments**
- Be a part of **something bigger**  
–or– Be a **source of feedback**  
(informal or formal)


# What do we do anyway?



# Example: Inside a Bb course

Announcements  
Welcome  
General Workplace  
Construction Site  
Communication  
Tools  
Course Map


9. If toilet facilities are not readily available, you must provide portable facilities.
10. Drinking water must be provided from an approved source and labeled for "drinking only." Common use cups are not allowed.
11. Temporary fencing is required as a safety measure to keep unauthorized personnel away from potential hazards if the jobsite is in an area of active use.



**Learning Activity**

In this learning activity you will learn about some important construction safety concepts in a fun game-like setting.

[Click here to begin your activity.](#)



**Construction Site Safety Post Test**  
This test is designed to assess what you have learned in this module. A final grade will be assigned upon completion.

Powered by Blackboard

start | Microsoft... | Internet... | Microsoft... | Microsoft... | 3:29 PM

## Pre-test

**11/21 - Pre-test:** What do you know about Workforce Planning, Development and Outsourcing? The points are based on completing the pre-test, this is more about self understanding and awareness of the content and to get you started on your learning path, and/or to validate what you already know . **4 points total**

[Click Here to Take the Pre-test](#)

## Readings and Video

**Readings:** Chapters 1 – 3

**Streaming Video:** More Than A Gut Feeling



[Play part 1 of 4](#)  
[Play part 2 of 4](#)  
[Play part 3 of 4](#)  
[Play part 4 of 4](#)

Powered by Blackboard

Internet



<http://jolt.merlot.org/vol3no1/larson-daugherty.htm>

Announcements  
Course Information  
Week 1  
Communications  
Tools  
Course Map



## Lesson One: Key Learning Activities



### What is Strategy and Why is it Important?

View [Chapter 1](#) Summary

Analyze Case Study: [Starbucks](#)

Watch Interactive [Lecture](#)

### The Managerial Process of Crafting and Executing Strategy

View [Chapter 2](#) Summary

Analyze Case Study: [Netflix](#)

Watch Interactive [Lecture](#)

### Practice

Play [Business Strategy Game](#) online

*Note: To play the strategy game you will need to register. Please refer to the credentials provided in your textbook or visit the [publisher's web site](#).*

Powered by Blackboard

Windows taskbar with Start button, system tray, and time 5:07 PM

# Introduce content online?

By introducing online, students can enter discussions anticipating interaction through:

- Answers to provided questions
- Hypotheses
- Leading conversation
- Other?

Select a repository and identify a resource that could be used to introduce content

- <http://www.merlot.org>
- <http://www.wisc-online.com/>
- <http://mcli.maricopa.edu/resources>
- <http://archive.nmc.org/projects/lo/repositories.shtml>
- <http://www.learning-objects.net/>

# Where's the tech...

## **In the Classroom**

- Shared Docs
- Collaborative note taking
- Presentations
- Social bookmarking
- Response systems
- Backchanneling
- Concept Mapping

## **In the Cloud**

- Classroom apps +
- Collaboration Tools
  - Simulation
  - Assessment
  - Storytelling
  - Research

# Examples

## Presentations

- [Google Sites](#)
- [Weebly](#)

## Simulations

- [Utah'sAnatomy App](#)  
(m), [iPhone](#)

## Assessment

- [MOCA](#) (m)

## Collaboration

- [Etherpad](#)

## Research

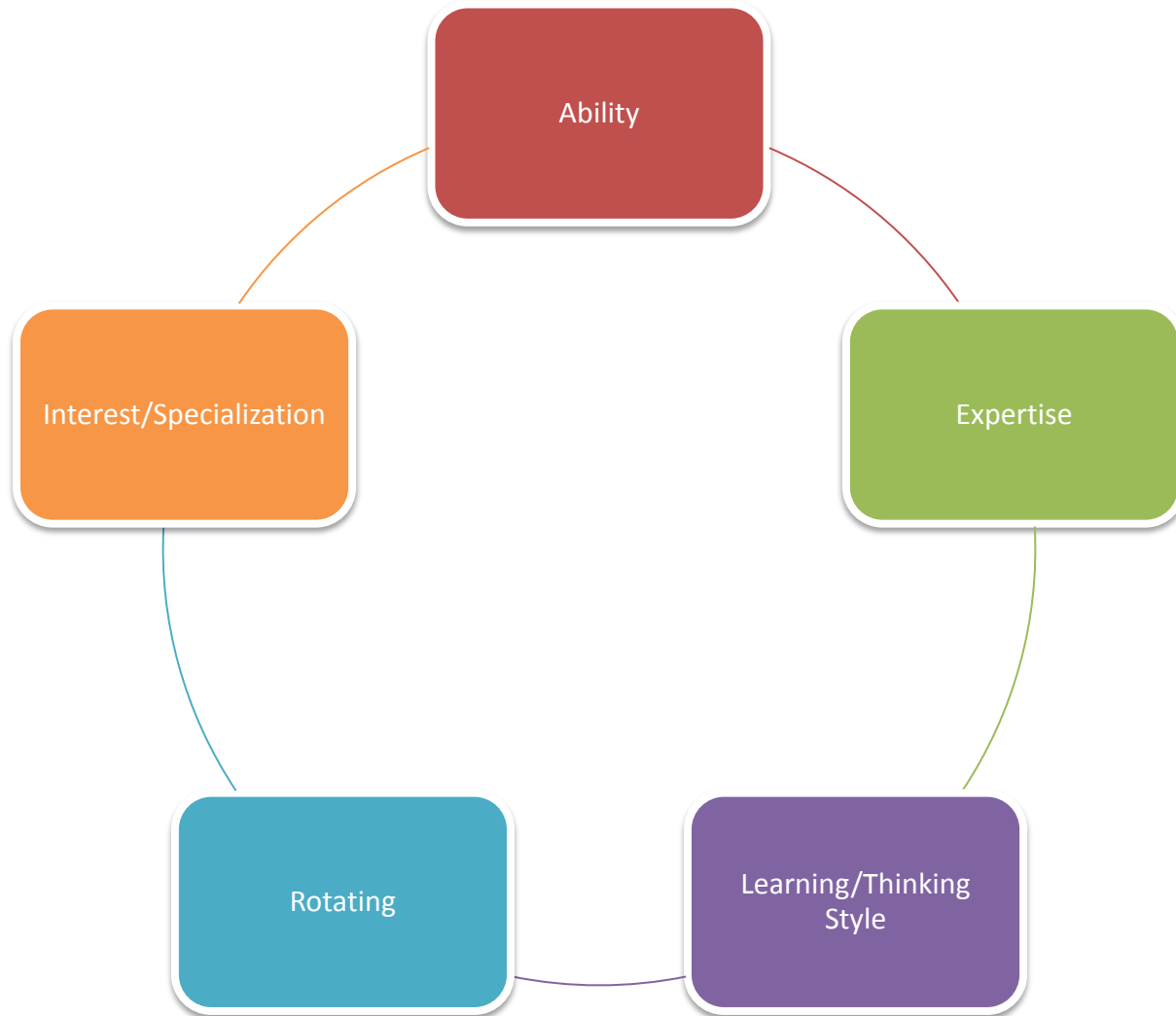
- Wikipedia (m)
- [Library App](#) (m) [Boopsie](#)



# Interaction in the blended class

	Classroom
Synchronous	Discussion, Groups
Asynchronous	
One-to-one	Dyads
One-to-many	Presentation
One-to-some	Groups
Some-to-some	Groups, Think- share-pare
Many-to-Many	Group Presentations, Competition

# To group or not to group



# Getting your interaction on?

1. How does interaction support learning (objective)?
  - Knowledge Acquisition?
  - Practice?
  - Rehearsal?
  - Assessment?
  - Skill development?
2. What is student getting out of interaction?



# **Implementing and Evaluating the Course**

# What do you think?

What are the top needs of Blended students?

# Understanding Readiness

## **High stake thresholds**

- Higher education expectations?
- Program completion?
- Technology access/literacy?
- Technology literacy?
- Learning Style/Preference?
- Classroom/Online component expectations?

## **Surveys focus on**

- Time Management
- Learning Style
- Communication Skills
- Self-motivation

# Penn State Student Readiness

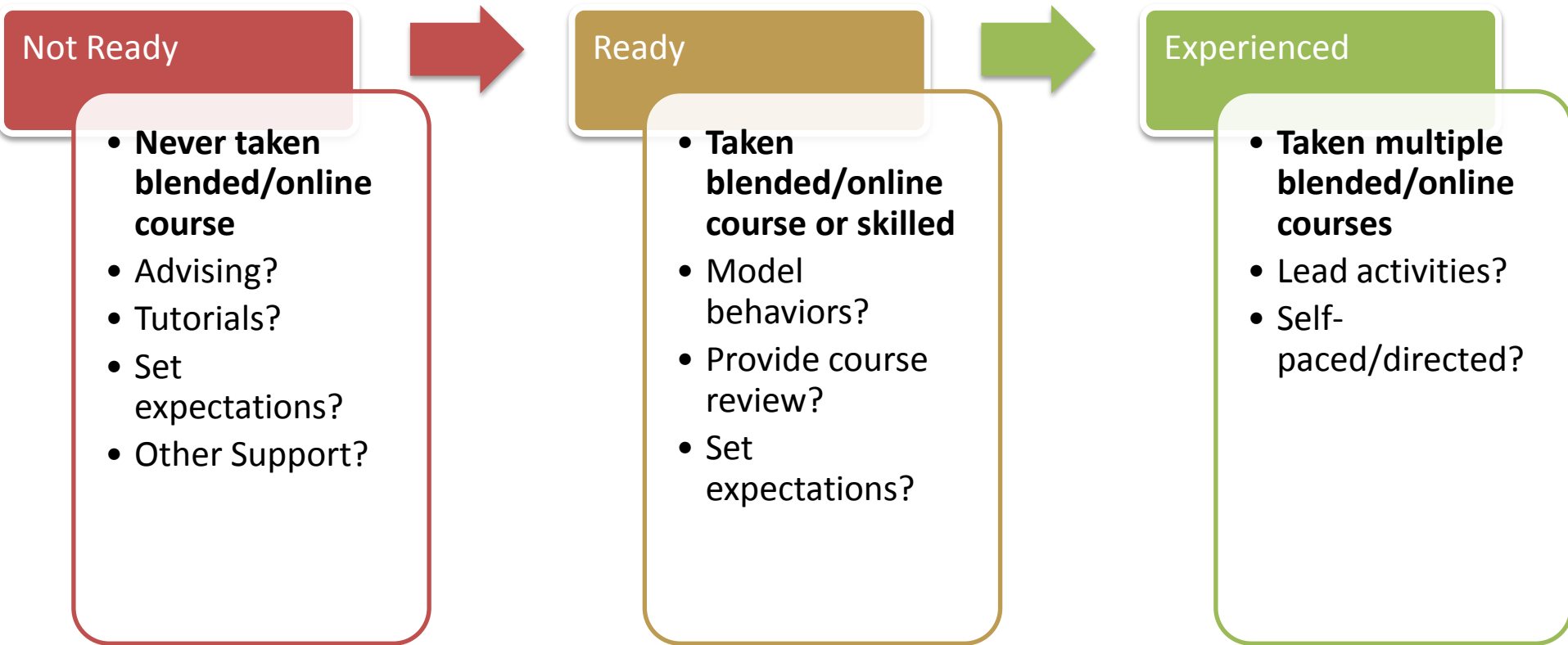
- Most students had the necessary technology and self-management skills
- 80% indicated that an online or hybrid course required them to take more responsibility to “teach themselves”
- 50% indicated that this enhanced their learning
- 50% indicated that it made the course more difficult.

# Penn State Student Readiness

- Reported **study time** for all formats was **5-6 hours per week**
- Most common benefit: **ability to manage their schedules more effectively**
- Responsibility for managing time forced them to **improve their skills**
- Learners weren't sure what they signed up for – **higher withdrawal rate**
  - One-third encountered technical problems
  - Fewer than 50% said they received guidance or knew how to get technical help



# Learner Continuum



# Critical Considerations

## Supports

- Hardware/software - <http://www.deakin.edu.au/software/news/welcome.php>
- Feedback
- Clarification
- Other?

## Strategies

- Screening
- Reinforce expectations
- Consistency in design and schedule
- Communicate expectations clearly

**WHAT ABOUT INSTRUCTORS?**

# Blended skills: What is your rank?

1. Multimedia  
Technology
2. Administration/Leadership
3. Active Learning
4. Classroom Decorum
5. Policy Enforcement
6. Technological  
Competence
7. Responsiveness

# Blended skills: Actual

1. Multimedia  
Technology
2. Administration/Leadership
3. Active Learning
4. Classroom Decorum
5. Policy Enforcement
6. Technological  
Competence
7. Responsiveness

1. Active Learning
2. Administration/Leadership
3. Responsiveness
4. Multimedia  
Technology
5. Classroom Decorum
6. Technological  
Competence
7. Policy Enforcement

# The First Day

- How class works
- How class works
- How class works
- Expectations
- Organization
- Activities
- Assignments
- Assessments



# Course Biorhythms



- Crisis Points
  - Lost Louie
  - Forgetful Franny
  - Dominate Donny
  - Speedy Sandy
- Check Points
  - Built in evaluation
  - Benchmarks
- Modifications
  - Broadcast
  - Reinforce

# Example: Pepperdine MBA

## What

- Open Learning Network (OLN)
- Personal Learning Networks (PLN)
- **Social learning** to promote access, flexibility, and satisfaction
- 2000 students

## How

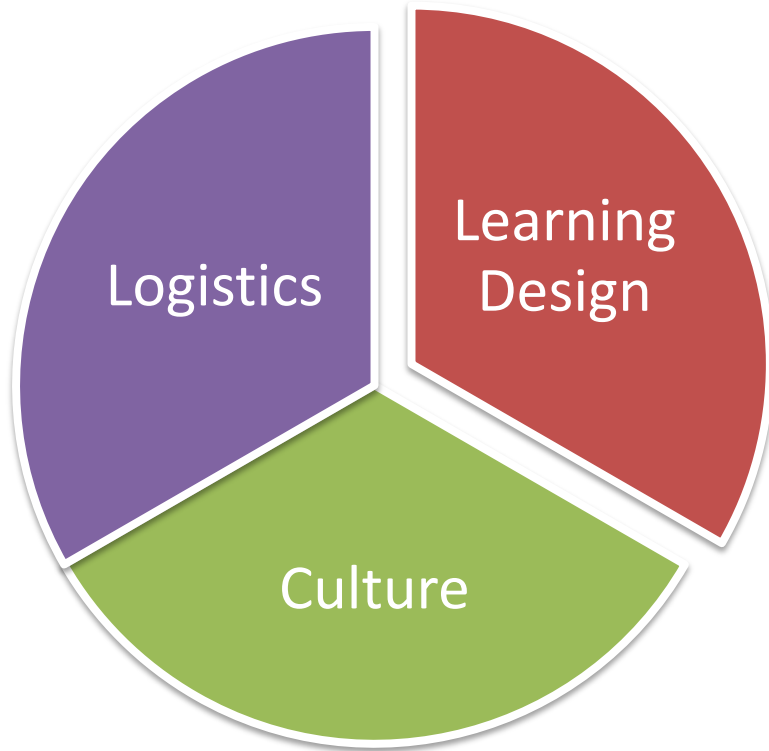
- Modalities
  - F2F
  - Asynchronous
  - Online Remote
  - Multi-campus
- PLN Tools
  - Yammer™
  - Google Docs™
  - Illuminate™
  - [Voicethread™](#)
  - Social Work™
  - Skype™
  - Poll Everywhere™



# Pepperdine's High Expectations

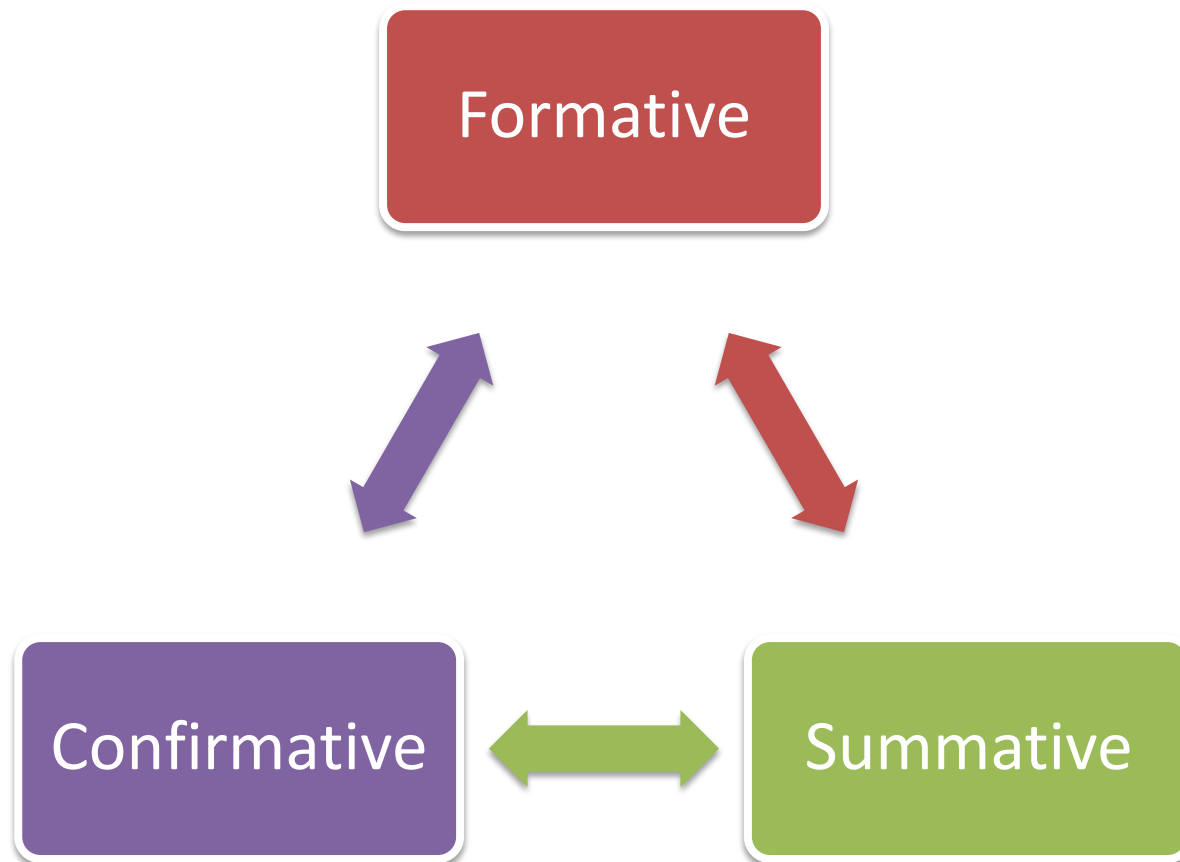
- ✓ Supporting a **Challenge**
- ✓ **Motivation** and **Inspiration**
- ✓ **Real World** Standards
- ✓ Providing **Road Maps**
- ✓ **Marking Progress**
- ✓ Enhancing **Professionalism**
- ✓ Defining **Range of Acceptability**
- ✓ Aspiring Toward **Exemplar**
- ✓ Substantiating **Assessments**

# Course Priorities: What are yours?

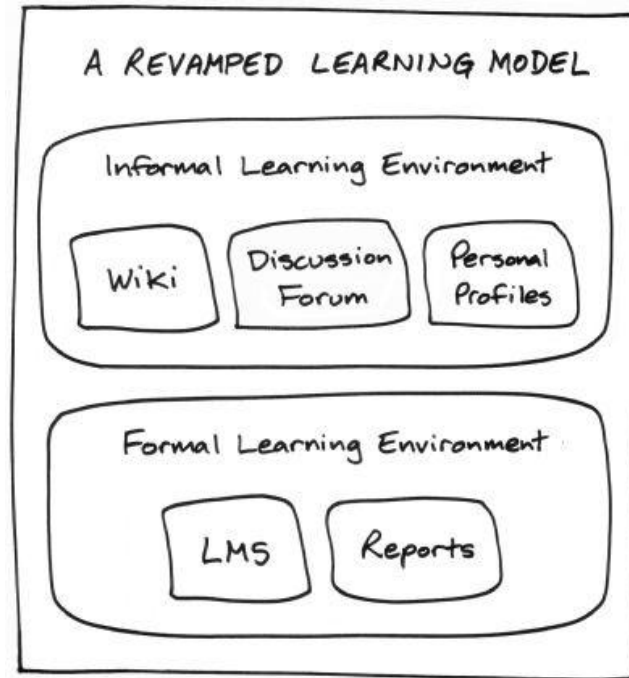


- [Earth Science](#)
- Review Syllabus Templates in wiki
- Using Course Priorities Checklist, and templates, design your first day overview

# Evaluation



End of Day 1!



<http://ryan2point0.wordpress.com/2010/09/21/open-learning-network-vs-informal-learning-environment/>

Patricia McGee, Ph.D.

The University of Texas at San Antonio

# BLENDING COURSE DESIGN: DAY 2

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# Technology Tour

- Construct Knowledge
  - Blogs ([Posterous](#)/Wordpress [ENG101](#), [ENG102](#), [ENH295](#))
  - Shared Docs ([TitanPad](#))
  - Discussion Boards ([CreateDebate](#))
  - Wikis ([PB Works](#))
- Support Interaction
  - Social Bookmarking ([Diigo](#))
  - Chat ([TinyChat](#), [Involve](#))
  - Social Media (Facebook/[Twitter](#))
  - Online Collaboration ([Vyew](#), [Mikogo](#), [Stixy](#))
- Feedback & Assessment
  - Online Collaboration (Skype, Adobe ConnectNow, Bb Groups)
  - Social Media (Facebook/[Twitter](#))
  - Chat ([TinyChat](#), [UStreamTV](#))
  - Google Docs
- Present Material\_
  - [Posterous](#)/Wordpress [ENG101](#), [ENG102](#), [ENH295](#)
  - [Mobile](#)
  - Podcasts (Video & [Audio](#))
  - [Softchalk](#)
  - Jing & Camtasia Studio
  - [YouTube](#)
- Practice
  - Cloud Storage (Dropbox/Google Docs)
  - [Softchalk](#)
  - [Student Blogs/Presentations](#)
  - Textbook Supplemental Site ([ConnectComposition+](#))
- Assessment
  - Voicethread ([Geography](#), [Graphic Design](#))

Modified from Alisa Cooper

Patricia McGee, PhD  
the University of Texas at San  
Antonio