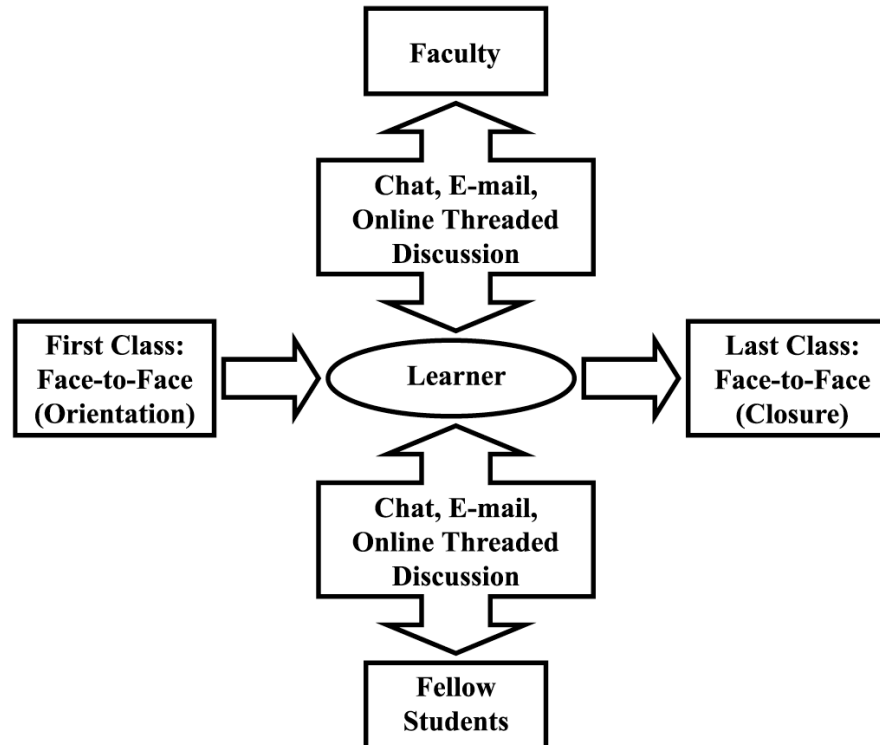


Models of Blended Course Design

The models provided here are briefly described to illustrate the variety and scope of blended course design.

Hybrid Online Model (Martyn)

Focus on Chickering and Gamson's Seven Principles for Good Practice in Undergraduate Education.



Design Principles:

1. Student-Faculty Interaction
2. Student-Student Interaction
3. Active Learning
4. Prompt Feedback
5. Time on Task
6. High Expectations
7. Respect Diverse Talents

3C Model of Blended Learning (Kerres & DeWitt)

1. Content- Information and distribution of content to the learner
2. Communication – between the learner and instructor, and cooperative between students
3. Construction - active learning that is conducted in multiple contexts: Locally as f2F; remotely through peer to peer, student to tutor, 1:1/1:N

5 Key Ingredients Model (Carmen)

Conceived for workplace learning, this model supports self-directed learning anytime.

1. Live Events: Synchronous, instructor-led learning events in which all learners participate at the same time, such as in a live “virtual classroom.”
2. Online Content: Learning experiences that the learner completes individually, at his own speed and on his own time, such as interactive, Internet-based or CD-ROM training.
3. Collaboration: Environments in which learners communicate with others, for example, e-mail, threaded discussions and online chat.
4. Assessment: A measure of learners’ knowledge. Pre-assessments can come before live or self-paced events, to determine prior knowledge, and post-assessments can occur following scheduled or online learning events, to measure learning transfer.
5. Reference Materials: Readily available reference materials that enhance learning retention and transfer, including PDA downloads, and PDFs.

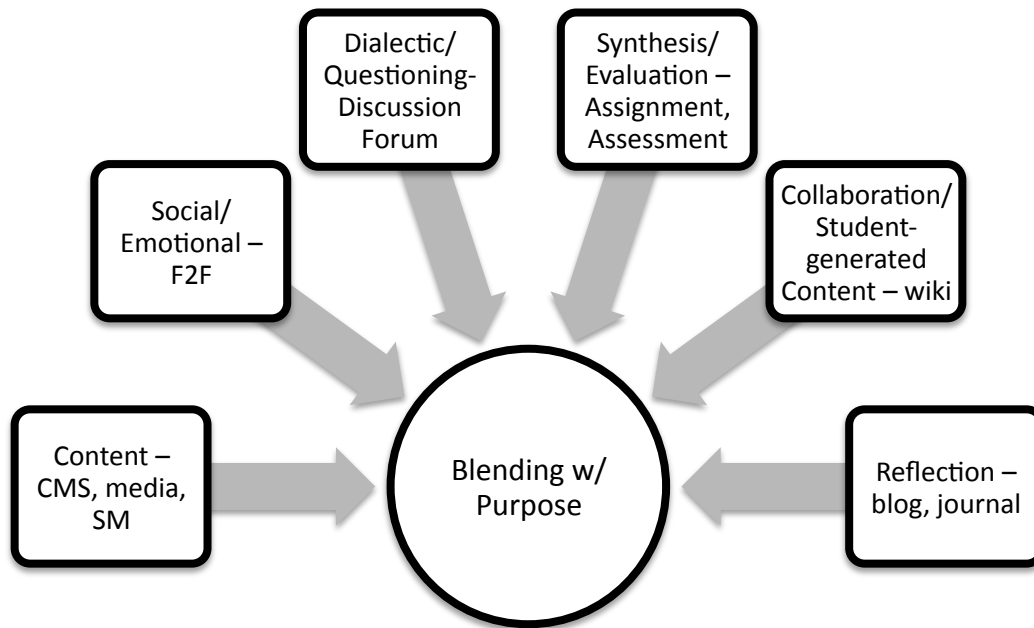
Hyflex Model (Beatty)

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

Steps for design and development:

1. Identify learning goals.
2. Develop instructional objectives.
3. Create or gather content.
4. Create and communicate clear instructions.
5. Prepare learning supports.

Blending with Purpose: The Multimodal Model (Picciano)



University 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

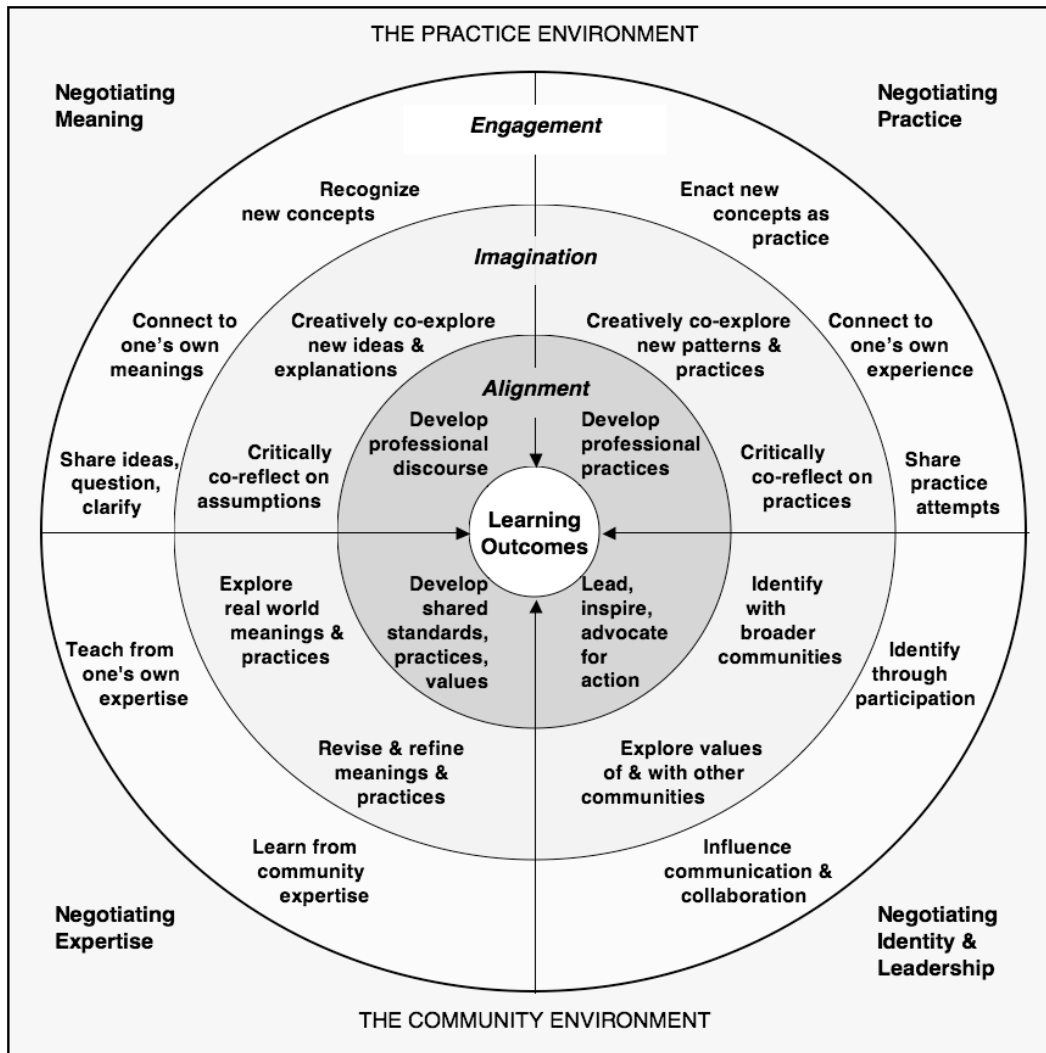
Framework of Community of Inquiry - Col (Garrison and Vaughan)

Foundation of reflections and discourse this model blends F2F and online for improved discourse and reflection encouraging rethinking teaching and learning to “optimize student engagement.”

Elements	Categories	Indicators (examples only)
Cognitive Presence	Trigger Event Exploration Integration Resolution	Having sense of puzzlement Exchanging Information Connecting Ideas Applying new ideas
Teaching presence	Design and organizing Facilitation of discourse Direct instruction	Setting curriculum & methods Sharing personal meaning Focusing Discussion
Social presence	Open communication Group cohesion Affective/personal	Enabling risk-free expression Encourage collaboration Expressing emotions, camaraderie

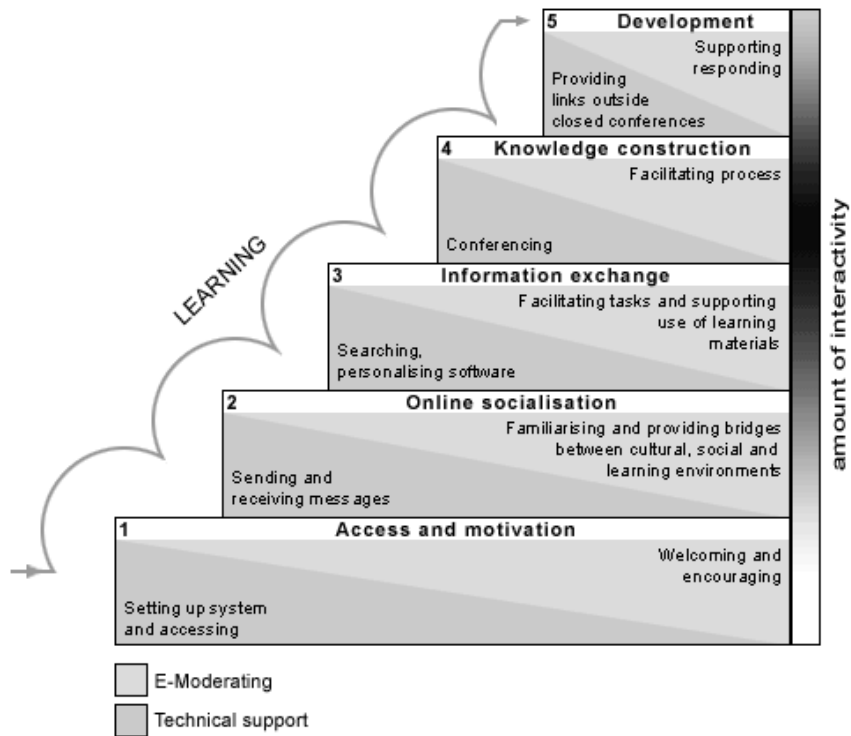
CoP Model of Blended Learning (Yukawa)

Yukawa's model includes negotiation of F2F and online interactions.



E-moderation (Salmon)

Built around an e-activity framework (see <http://edutechwiki.unige.ch/en/E-tivity>): Spark, Task, Timeline, Respond.



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