

Case 1: Mathematics

To save classroom space, University of Technical Education is scheduling two classes in one classroom for a semester. In order to ensure that students don't have to choose between one class or another, one course is a 100 level, and the second is a 400 level. The courses are Algebra and Mathematical Statistics. Both courses will be re-designed in a blended format

Current Course Structures (for both courses)

- 15-week term
- 4 lecture sections of 240 students each
- 24 recitation sections of 40 students each
- 5 contact hours per week: 3 (1-hour) lectures and 2 (1-hour) recitations)
- Four professors each teach one section of the course. They deliver three lectures per week, hold two office hours per week, create examinations, and supervise Teaching Assistants.
- 12 Teaching Assistants assist in teaching the course. They attend the lectures, lead two recitations per week, and grade exercises and examinations.

The learning goals for the redesigned course require students to

- Participate in classroom and online activities without 'missing' class.
- Complete and submit assignments online.
- Keep track and be aware of progress in an online environment.
- Work collaboratively in problem solving activities online.

Syllabi

Linear Algebra

<http://ocw.mit.edu/OcwWeb/Mathematics/18-06Spring-2005/CourseHome/index.htm>

Mathematical Statistics

<http://ocw.mit.edu/courses/mathematics/18-466-mathematical-statistics-spring-2003/>

Case 2: Architecture

An architecture course is moving towards a field-based model. This requires re-visioning how instructors communicate to and with students, and how students complete their assignments. In order to ease the shift, the department has decided to utilize a blended model for two semesters to support the transition to the field.

Current Course Structure

- At this time, only one professor teaches this course.
- The course is the third required design course for undergraduates,
- The course is offered only in a 15 week semester.
- Approximately 25-30 students are enrolled at any given time.
- There are four field trips, one including a field assignment.
- Students will have access to an open design lab that is utilized by other design courses.
- There is one course project with three parts, all involving that students respond to a different design need and setting.
- Some lectures already on video.
- Course Materials (assignments, syllabus, and reference materials) are already available online.

The learning goals for the redesigned course require students to

- Complete digital and three-dimensional assignments
- Create a course design portfolio
- Utilize non-campus communication devices, e.g. phone, home internet access.
- Participate in peer critique of design drafts.

Syllabus

Architecture Studio: Building in Landscapes

<http://ocw.mit.edu/courses/architecture/4-125-architecture-studio-building-in-landscapes-fall-2002/>

Case 3: Chinese

The foreign language program finds that their upper level courses have poor attendance levels and a survey of students indicates that students tend to not attend sessions that are discussion of literature. The program decides to pilot a blended approach with upper level Chinese.

Current Course Structure

- 10-week term
- 10 sections each term of 20-24 students
- 4 contact hours per week: 3 (1.3-hour) lectures
- Two full-time faculty members each teaches one section per term. The faculty member prepares and delivers lectures creates assignments and exams; and hold 2 office hours per week.
- Professional staff prepares paper materials, copies and distributes handouts, assignments, tests and exams.

The learning goals for the redesigned course require students to

- Increase proficiency in spoken language using classroom, online and collaborative learning.
- Use online course components to increase proficiency in language structure, writing and reading.
- Improve cultural awareness through in class and online learning.

Syllabus

Chinese I

<http://ocw.mit.edu/courses/foreign-languages-and-literatures/21f-101-chinese-i-regular-spring-2006/index.htm>