The Best of Both Worlds: Effective Design Strategies for Blended Courses

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What Is Blended Learning?

Blended Learning as a Mixed Mode

E

Fully F2F

M

Blended Learning

W

Fully Online

UCF
Blended Learning at UCF

- Blended offerings have increased 475% since UCF Blended Learning Initiative in 2002.
- Highest “excellent” student evaluations of any modality at UCF
- Higher retention rates than online and FTF
- Learning outcomes comparable to, and in some cases, better than FTF (Dziuban, Hartman, & Moskal, 2004).
**Student**

- FTF interaction with instructor
- Heightened responsibility for learning (Rodriguez & Anicete, 2010)
- Time management and personal organization (Edginton, 2010)
- Collaboration challenges (Holley & Oliver, 2010)

**Teacher**

- Infuse new engagement opportunities
- Two environments, too many options
- How to design a blended class in order to avoid the “class and a half” phenomenon?
Poll Question

• How would you approach the design of a course that you are teaching in a blended (“mixed-mode”) format for the first time?

A. Online course enhanced by FTF
B. FTF course enhanced by online
C. Something else entirely
D. It depends on the particular course
Blending with Purpose – The Multimodal Model

Pedagogical Objectives/Activities -> Technology

- Content (CMS/Media/MUVE)
- Social/Emotional (F2F)
- Dialectic/Questioning (Discussion Board)
- Synthesis/Evaluation (Assignments/Assessment)
  - Papers, Tests, Student Presentations (PPT, Youtube), E-Portfolios
- Collaboration/Student Generated Content (Wiki)
- Reflection (Blog, Journal)

Blending with Purpose

Picciano (2009)
• Blended Toolkit (http://blended.online.ucf.edu/)
  • Open educational resource containing best practices, strategies, models and design principles
    • Interviews with Successful Blended Teachers
      • Online: Student-Content Interaction
        • Self-discovery in a structured format
        • Students do it on their own time
      • FTF: Student-Student and Student-Teacher Interaction
        • Practice difficult skills
        • Collaboration, peer review, sharing, modeling
        • Clarify the online content
        • Apply the online work
Blended Learning Strategies

- Document the flow of online and FTF
- Balanced package (time allocations, assignments)
  - Ensure content is in optimal environment
  - Is it seamless? Are activities connected?

FTF
- content presentation
- guest speaker
- f2f element
- f2f element
- f2f element

Online
- module readings
- online quizzes
- assignment submission (dropbox)
- online element
- online element
MAN 4350: Training & Development

- 40 – 45 students enrolled 3 semesters per year
- Majority of students are seniors
- Course Objectives
  - Service Learning component
  - Why blended?
    - The bulk of corporate training is online
- Mixed-Mode Time Allocation
  - Every Week: 1 ½ Hours in Classroom, 1 ½ Hours Online
- Assessment: Team Project
  - Write instructor manual
  - Deliver a 30-minute workshop
1. Identified chapters that HAD to be delivered FTF, as they cannot be easily explained in writing.

2. Use FTF classroom time for coaching and mentoring the team project.

3. Wrote Webcourses Learning Modules for chapters that did not have to be delivered FTF; were not critical to team project.

4. Created Assignments and Graded Discussions to reinforce Learning Modules.
Advice for Others

• If possible, teach the course FTF in classroom a few times before converting to mixed mode.
  • Identify chapters and other course content that HAVE to be delivered FTF to ensure effective learning.

• Choose the text you intend to use for at least one year.
  • Every time you change text, you must re-write Learning Modules

• Don’t try to convert everything to Mixed Mode at one time
  • Post Learning Modules and Assignments for Extra Credit to Get Student Feedback
  • Postpone Service Learning or Other Initiative

• Lean Heavily on Your Instructional Designer!
Questions?

- Seminar Resources
    - Session recordings
    - Supporting materials
    - Responses to your questions


