The Best of Both Worlds: Effective Design Strategies for Blended Courses
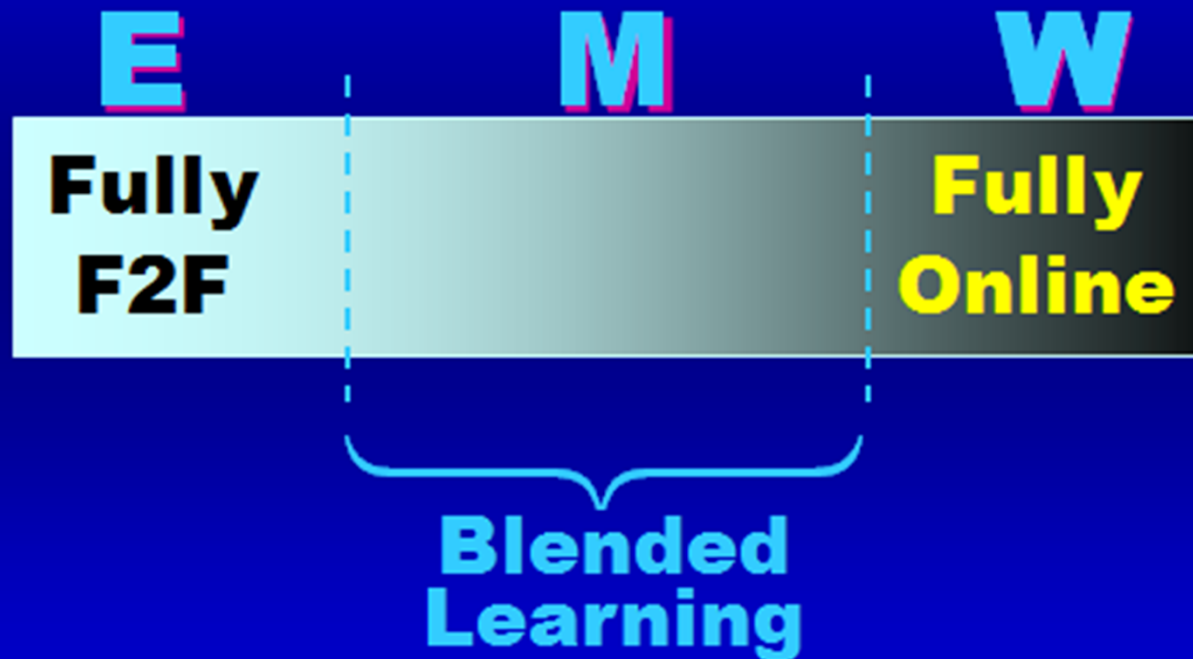
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What Is Blended Learning?

Blended Learning as a Mixed Mode

E   M   W

Fully F2F   Fully Online

Blended Learning

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).

Blended Learning Perspectives

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
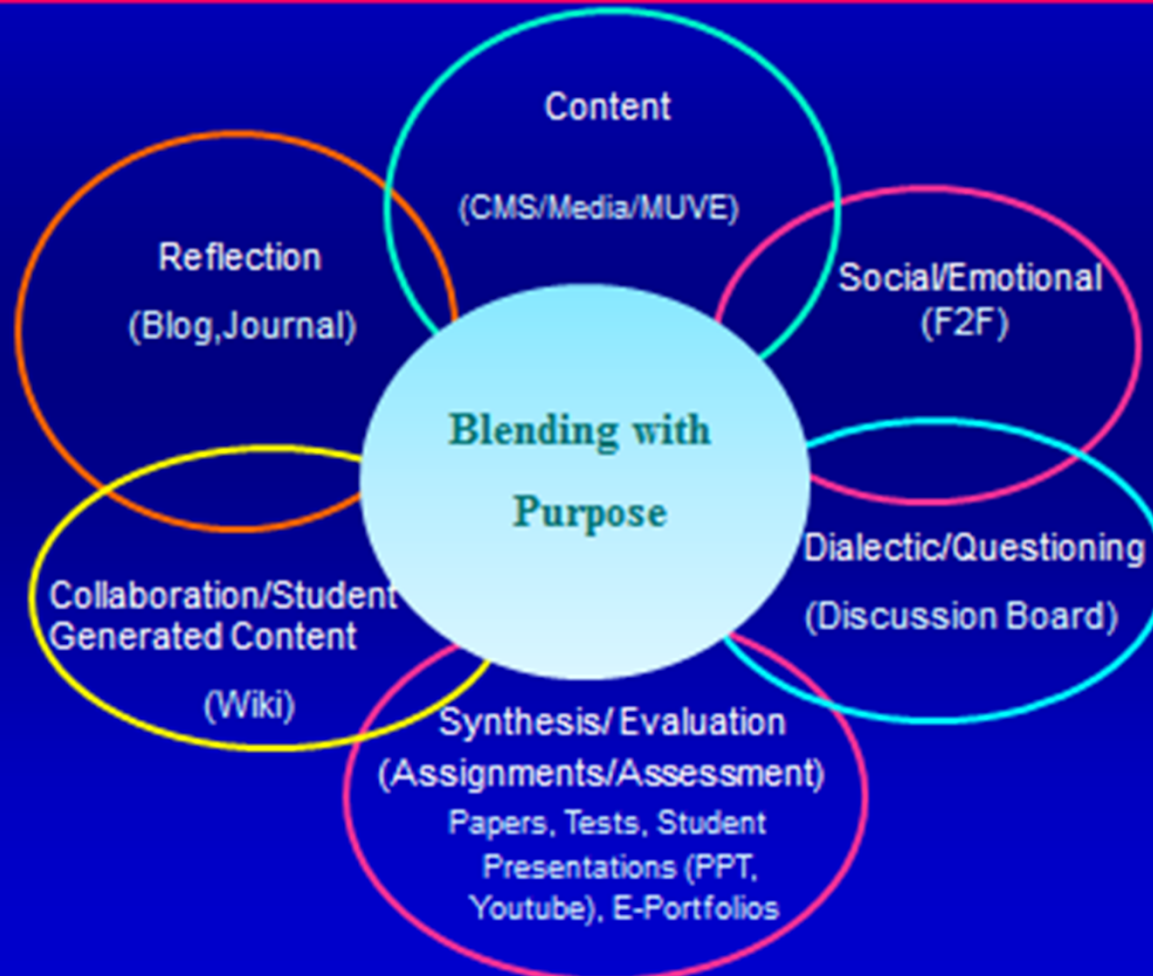
Picciano (2009)

Blended Learning Strategies

- 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

Online

content presentation

module readings

guest speaker

online quizzes

f2f element

assignment submission (dropbox)

f2f element

online element

f2f element

online element
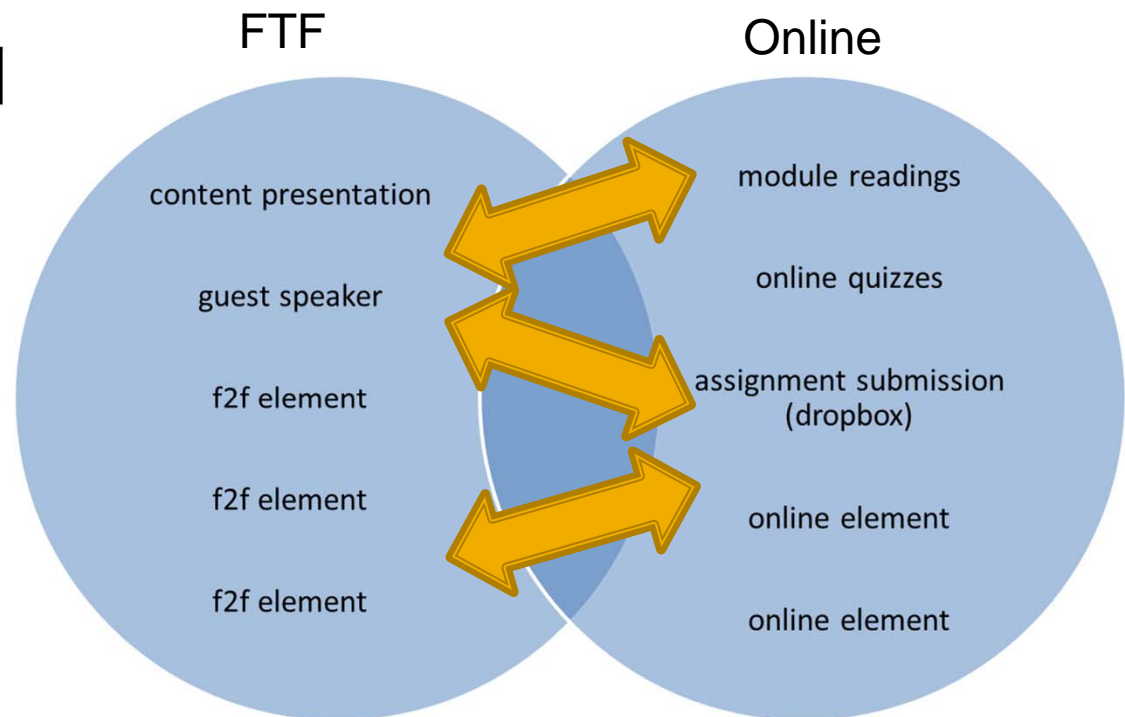
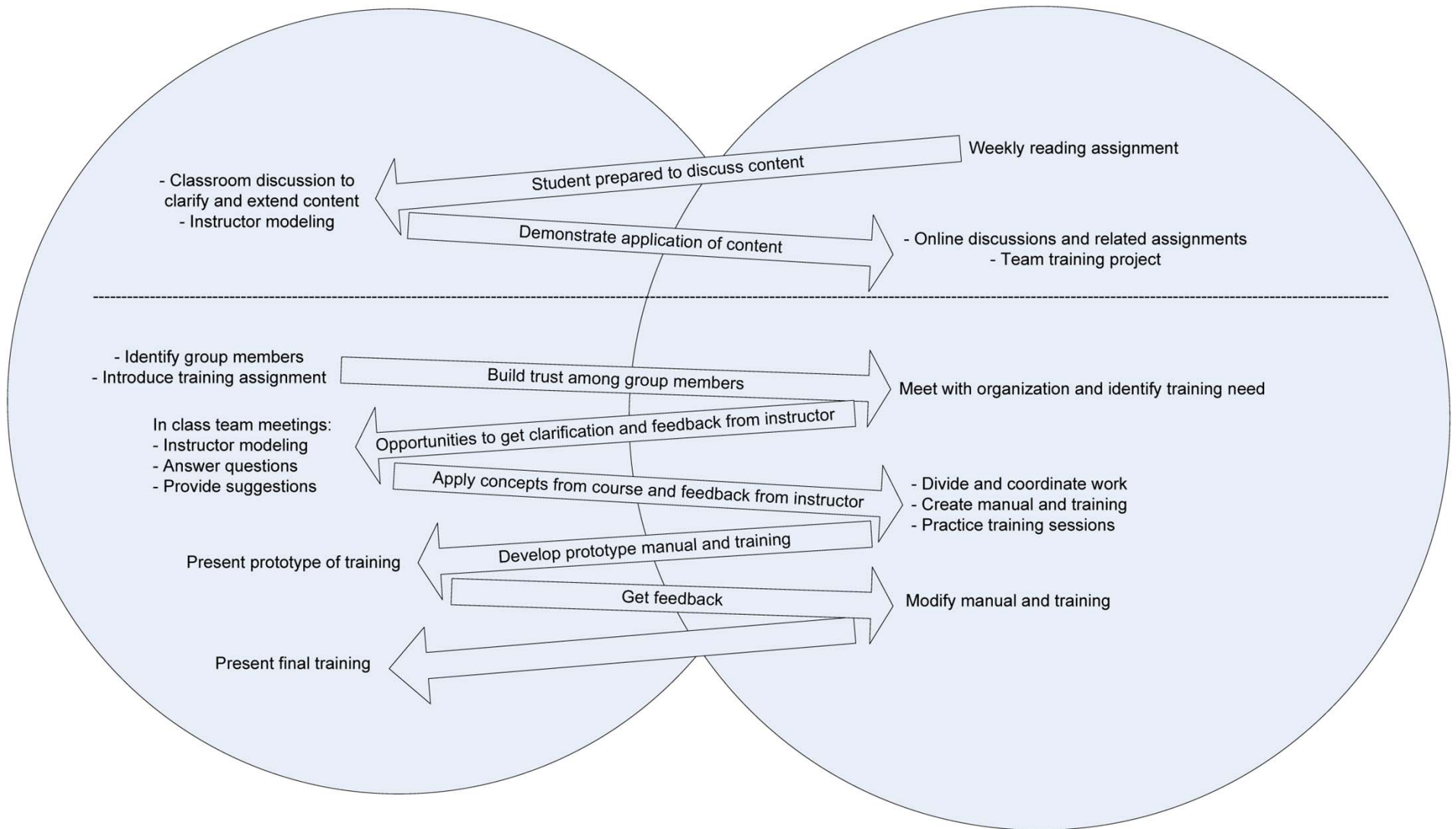# MAN 4350: Training & Development

- 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

From FTF to Mixed-Mode

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.

Face-to-face Classroom   **Online/Outside Classroom**

Weekly reading assignment

- Classroom discussion to
clarify and extend content
- Instructor modeling

Student prepared to discuss content

Demonstrate application of content

- Online discussions and related assignments
- Team training project

- Identify group members
- Introduce training assignment

Build trust among group members

Meet with organization and identify training need

In class team meetings:
- Instructor modeling
- Answer questions
- Provide suggestions

Opportunities to get clarification and feedback from instructor

Apply concepts from course and feedback from instructor

- Divide and coordinate work
- Create manual and training
- Practice training sessions

Present prototype of training

Develop prototype manual and training

Get feedback

Modify manual and training

Present final training

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 <u>HAVE</u> 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
  - http://bit.ly/blended_design
    - Session recordings
    - Supporting materials
    - Responses to your questions

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