

Blended Learning: An Introduction

PRDV 71427

Online: 1.0 Credit

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Course Description

There is a growing trend in education at all levels toward blended learning models. This approach requires teachers to rethink their roles in the classroom. Blended learning provides students with multiple options to engage in their own learning. A major goal is the personalization of the learning experiences for each student. In order to meet this goal, teachers need ways to check for understanding to ensure students are on track. Encouraging self-direction and collaboration through reflection is also key in developing our students' as life-long learners.



This course will introduce you to the various blended learning models.

Course Objectives

Course participants will learn how to use various tools to collect data that may be used to aid in meeting each student's needs.

Goals:

- Explore key aspects of blended learning
- Experience interactive activities from the student pov
- Discover formative assessment strategies and tools to help provide the foundation for these pedagogies.
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Course Requirements

The course is designed as a collaborative four-week online learning experience. Course material is arranged in modules and should be viewed in the order listed. There is no textbook to buy. All material is posted on the University eLearning platform. The first two modules are open when the course begins. The last two will be made available after the second week. Students may expect to spend three hours each week participating on

the discussion board, posting to a private Journal or class collaboration space, and reviewing course material.

Essential Question

How to focus on quality instruction in the blended learning classroom?

- Define blended learning and know its main components
- Understand best practices when implementing blended learning practices
- Explore some examples of successful blended learning classroom

Grading Criteria

Grades are recorded in the course grade book on a weighted points system. Students may view their progress using the My Grades Tool listed under Student Tools. The orientation activity, posts to the discussion board and class collaboration are all included in the Participation grade. Students are also expected to post weekly reflections to the discussion forum and submit a written assignment as the final grade.

Assignments

	POINTS POSSIBLE	WEIGHTED GRADE
PARTICIPATION		25%
Introduction (Who is in the room? Blog Post)	5	
Discussion Board Posts	10	
Class Collaboration (discussion/blog)	10	
REFLECTION		25%
Reflection (Blog Post)	25	
ASSIGNMENTS		50%
	50	

Course Expectations

Participation in all assignments and course discussions is required. If you anticipate being away during any part of this course, make plans to have access to a computer connected to the Internet. Late work is not accepted.

Participants are also expected to have basic computer skills, know how to search the web, understand how to send an email and attach a file, and have basic file management skills. A fairly new computer connected to the Internet works best with the Learning Platform and familiarity with the learning management tool is also advised.

Participants should also have access to an iPad or another mobile device.

If you are new to Blackboard or online courses, please review the Blackboard student tutorials or download the PDF file before you begin the course.

Course Syllabus

Module 1: Blended Learning Overview

Objective: In this module, participants gain an overview of blended learning and why it makes sense for 21st century learners. Participants explore features of blended learning and see many examples of blended learning experiences. Participants are also introduced to the continuum of blended learning to understand the range and flexibility of models as they begin to consider how to transition to a blended learning environment.

Module 2: A Blended Learning Frameworks

Objective: In this module, participants learn about the steps they need to take in order to plan effective blended learning experiences for their students, whether they are experienced at using technology in the classroom or just beginning to incorporate online and offline technology into their instruction.

Module 3: Tools and Resources for Blended Learning

Objective: During this module participant will explore how technology fosters student communication and learning in a digital environment. Participants learn about specific tools and how they can become integral components of a blended learning classroom. Participants will also explore professional resources to support and enhance teaching in a blended learning environment. As well as explore the role that assessment plays in a blended learning environment. Participants learn about both online and face-to-face assessment that will enhance student learning.

Module 4: Blended Learning Implementation

Objective: During this module participant explore practical methods for supporting and preparing both students and parents for their transitioning roles. Participants also learn about classroom management strategies that support active learning in a blended classroom environment.

As a final project for this course, you will design a plan to incorporate blended learning activities in one unit or lesson that you teach in your own classroom. All of the work for your final project is included in this document. (You will revisit this document in each Module, adding relevant information as you explore topics in the course.)