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 collaboratic
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.

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.

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.

Massachusetts Frameworks/Standards

Each weekly unit will incorporate 2016 Massachusetts Digital Literacy and Computer Science Curriculum and ISTE Standards for Teachers.

2016 Massachusetts Digital Literacy and Computer Science Curriculum Standard 2: Digital Tools and Collaboration (DTC)

- ☐ Digital tools are applications that produce, manipulate, or store data in a digital format (e.g., word processors, drawing programs, image/video/music editors, simulators, Computer-Aided Design (CAD) applications, publishing programs).
- Digital tools are critical for conducting research, communicating, collaborating and creating in social, work, and personal environments. The use of digital tools is integral to success in school and career.
  - o Digital Tools: Digital tools are used to create, manipulate, analyze, edit, publish, or develop artifacts. Individuals and groups identify, evaluate, select, and adapt new tools as they emerge.
  - o Collaboration and Communication: A variety of digital tools are used to work collaboratively anytime and anywhere, inside and outside the classroom, both synchronously and asynchronously, to develop artifacts or solve problems, contribute to the learning of others, and communicate.
  - o Research: A variety of digital tools are used to conduct research, answer questions, and develop artifacts to facilitate learning and convey understanding. Access to the internet.

ISTE Standards for Educators

1. **Learner:** Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

   1c: Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. **Leader:** Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
   2b: Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
   2c: Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. **Designer:** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

   5a: Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
   5b: Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
   5c: Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

4. Design and Develop Digital Age Learning Experiences and Assessments
5. Model Digital Age Work and Learning

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.)

Accommodations:

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations, as we are necessary to ensure that its programs and activities do not discriminate or have the effect of discriminating on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. If you need further information please visit the website at: Center for Academic Support or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising

(CASA) at 508- 626-4906 or lbridges@framingham.edu.