

This template can be used to facilitate a blended learning course development. This is to be used to ensure all vital parts of an instructional design have been recognized and gives ideas on implementation. I find referring back to Wenger & Ferguson's Learning Ecology Model (2006) most effective in development because it illustrates how to allow for diverse learning strategies to be deployed, thus reaching the diverse array of learning styles. With the focus on diverse learning styles, you can conclude I have chosen a constructivist learning environment. The goal of this module-organized template is to utilize multiple resources (F2F, CM and peer-to-peer learning) simultaneously to achieve efficient learning in the course. By encouraging discussion and assessing this participation, students learn from each other and explore ideas not directly assigned while being motivated to collaborate by earning points. With constant feedback of their understanding of the content, students stress and confusion can be alleviated, thus keeping them on the right track.

Prior to using this template, the instructor should develop the following to some degree to ensure objective(s) will be met:

- Goal Analysis
- Identify subskills
- Performance objectives
- Cluster and sequencing of objectives
- Performance and Learning context analysis

Objective: (State course objective early and continually refer back to often)		
	Face-to-Face Classroom and Peer Work	Computer Mediated Learning
Course Information Learner/Learner Analysis (may be pre-established with prerequisite courses, matriculation in program, etc.)	Identify learners and entry skills	Identify learners and entry computer skills/experience
Learning Environment/Delivery	Assigned classroom space as prescribed by institution with minimum required F2F meetings	Institution approved platform (i.e. Blackboard, Wikispaces)
Methods	Lecture, facilitated group discussions	Online assignments and discussion participation
Design/Resource Considerations	Consider time/space/class size restrictions	Consider workload time frames
Communication	Library/Tutor availability Establish office hours and "small talk" availability	Establish email and reply/responses expectations
Course policies	Establish due dates, point/grading scale, attendance and participation policies, accommodations, review academic standards	Establish netiquette policy, participation expectations, review academic standards and computer software requirements

<p>Pre-Instruction Module Content</p> <p>Activity</p> <p>Group/Media</p> <p>Feedback</p>	<p>Discuss course information as described above, printed in syllabus for distribution, discussion on entry skills necessary for course</p> <p>Low stakes activities: ice breaker for class familiarization</p> <p>Partner or group paper/pen/presentation assignment</p> <p>Positive or constructive verbal feedback</p>	<p>Post course information as described above with published syllabus on website</p> <p>CM course navigation tutorial</p> <p>Low stakes activity: syllabus quiz</p> <p>Media: CM platform with objective assessment (quiz)</p> <p>Graded quiz, retake permitted</p>
<p>Content Presentation Module 1-15 <i>(repeat for subsequent modules)</i> <i>Review and edit Cluster and Sequencing for efficacy as needed for each module to build on each other.</i></p> <p>Content</p> <p>Media</p>	<p>Content should be directly in line with instructional goals and performance/learning objectives. Key terms/ideas addressed, demonstrations given if necessary. Does the instruction teach the goal? Is it clear and concise? Could a substitute relay your instruction and learning still be achieved?</p> <p>Lecture, hand-outs, slides, videos, scenario discussion, memory aid- <i>describe those that will facilitate retention of info/skills</i></p> <p>Possible inclusion of guest lecturers, site visits</p> <p>Media should be selected and tested while developing course content to insure it is in sync with the objectives/goals</p>	<p>Are leads/ideas available to facilitate discussions? Are you monitoring posts for appropriate content and frequency (Topic, Tone, Total)? Are you answering students' questions if posed, yet still allowing them to think/find information to produce learning?</p> <p>Videos, slideshows, web links, etc.</p> <p>Web based media should be diverse, accessible to all learners and tested for bugs prior to the start of the course so changes can be made without loss of instructional time. Documents and videos should be uploaded to sites prior to course/module availability. Student uploading features should be tested to ensure success and notification of submissions.</p>

<p>Student Participation <i>Students are given an overall subjective nominal grades based on the quality of participation, percentage of points awarded after each module</i></p> <p>Practice items/activities Assessment</p> <p>Feedback</p>	<p>See authentic assessment in next block</p> <p>Thoughtful contributions to in-class discussions and group work</p>	<p>See authentic assessment in next block</p> <p>Thoughtful contribution to web-based discussions and group work</p>
<p>Authentic Assessment Associated test items & Objective assessment</p> <p>Practice Test</p> <p>Student groupings/media selections</p> <p>Feedback</p>	<p>Essay, short answer paper test OR research paper (grading rubric provided to students)</p> <p>Test review in class</p> <p>Group Assessment: Partners/Teams in hands-on collaborative group assignment</p> <p>Individual assessment: paper/pen essay</p> <p>Use of grading rubric for both group and individual assessments, comments and/or clarification of grades included</p>	<p>T/F, multiple choice, graded online</p> <p>Online practice test/study guide similar to test questions</p> <p>Media: CM platform, web text</p> <p>Group Assessment: Partners/Team discussion board participation</p> <p>Individual assessment: online quiz/post-test</p> <p>Discussion board comments and follow up; score quiz</p>
<p>Summary and Closing</p>		
<p>Synthesis and review of module content</p>	<p>Comprehensive tie-in of relevance of all modules within course.</p> <p>Class feedback/review (survey, informal discussion)</p> <p>Acknowledge any special factors to be employed to facilitate performance transfer</p>	<p>Student grades and feedback, private closing remarks (constructive suggestions, positive feedback for students to take with them to future instruction)</p>

After course instruction is complete, review design for strong and weak areas. What worked, what didn't? Were there lulls in either environment? Would a component work better in the other environment? Review the closing remarks. What did the students like, what did they learn, like and loathe? Could they identify the instructional goal? Could they perform or recall the information? Would you consider suggestions they may have for the course? Make changes before next instruction.