

Blended Learning Design Template

This template was created to help the instructional designer create a map of blended learning, on a program and (if desired) a unit level. The term “blended learning” here refers to any instructional design which achieves its learning objectives through a required blend of both face-to-face and technology-based learning.

The aim of this template is to encourage “smart blending,” meaning that your design will strategically employ a variety of learning modalities, materials, and instructional approaches in such a manner that...

- leverages the strength of each different modality / medium / platform / tool / instructional strategy / etc.
- combines and links the different components of the blend in a meaningful way – not merely as a technological “bolt on”)
- allows for modular, re-usable, and re-combinable units within and across multiple programs
- connects with the concept of Lewis & Orton’s “Learning Ecology Matrix”
(cf. Lewis, N. J., & Orton, P. Z. (2006). Blending learning for business impact)
- reinforces the importance of learner motivation and the affective domain
- links to the performance context and business issues faced by the sponsoring organization

HOW TO USE THIS TEMPLATE:

- 1) Read through the template. If you have questions about any of the fields, contact your local instructional design support team member: dan.spira@gmail.com.
- 2) Think about your audience and objectives and sketch out a draft “shape” your program using a pen and paper. Draw a flowchart with bubbles and arrows, or even a mind map. This will allow you capture the overall concept and encourage a level of creativity in the initial concept, which will then be refined by the more linear “fill in the boxes” process of the template.
- 3) Iterate between working on the Program and Unit descriptions, adding as many Units as required) and your overall program sketch. As your design progresses you will rely less and less on your overall program sketch/diagram/mind map, and eventually, the completed template-generated document will take its place.

Program ID:
SAE01

Program Name:

Standard American English Accent Training

Min/Max # of Learners: 4-60 participants

Duration: 6 weeks, approx 10 hours per week

Learner and Performance Context (summary of analysis of intended audience, functional roles, competency levels, entry behaviors, etc.)

The participant in this course is a proficient English speaker with a strong non-native English accent based on a non-English mother tongue (e.g. Mandarin, Cantonese, Hindi, Spanish). They are involved in an organizational position which requires them to frequently engage in conversation with English speakers who use a Standard American English (SAE) accent. The participants may feel inhibited by their own self-perception of limited conversational fluency and/or by their experiences of difficulty in communicating clearly and building rapport with their stakeholders.

Objectives (include any cognitive, affective and psychomotor learning objectives, e.g. what will they feel, value, or be able to do as a result of this program?)

At the end of this course, the participant will be able to:

- explain the specific differences between the SAE accent and their non-native English accent
- speak with a noticeably improved Standard American English (SAE) accent
- feel more confident in casual conversation with local colleagues and clients
- commit to the long term process of refining their elocution

Learner's Motivation (why do these objectives matter / what's in it for them?)

This course will empower the participant to converse more freely, easily and enjoyably with others, leading to improved mutual understanding and rapport in business and social situations. Participants will feel more confident talking with clients, contributing to collaborative discussions, and having their "voice heard" at meetings, leading to more opportunities for career advancement.

Business Issues Addressed (how do these objectives help the learner's sponsoring organization?)

This course addresses a wide array of business issues by improving informal verbal communication wherever it may occur, such as...

- management scenarios (e.g. leadership and delegation)
 - cross-cultural scenarios (e.g. virtual teams, off-shoring)
 - client-facing scenarios (e.g. sales, customer service),
- ..as well as formal communication scenarios such as presentations and lectures.

Blended Learning Structure (overview of how the components of this course are organized as a blended learning solution)

- Participants are divided into assigned groups of 4-6 each.
- Each group is assigned a coach, who will work with the group as a team, as well as with individuals on a 1:1 basis. Group assignment will occur after the Program Welcome & Orientation kickoff meeting.
- The overall program is designed for a minimum of 1 group (4-6 participants total) and a maximum of 10 groups (40-60 participants total).
- Some coaches may be shared across groups, with a ratio of approximately 1 coach between every 8-12 participants

This structure of program is organized using a series of modular session types:

<u>Session Types</u>	<u>Number & Description</u>	<u>Unit IDs</u>
• Large group meetings	(3 face-to-face sessions)	G-01-03
• Online assessments	(2 self-paced online sessions)	A-01-02
• Video lecture	(1 self-paced online session)	V-01
• VoiceThread discussions	(5 self-paced online sessions)	D-01-05
• 1:1 coaching	(5 face-to-face or telephone sessions)	C-01-05
• Video Library	(20+ self-guided exercises)	L-XX

See diagram on next page, showing the flow of sessions and Unit IDs.

The session types are designed to work in a predetermined, repeating sequence.

Instructional goals and content are introduced at various points in the sequence and then carried across session types, thereby creating a blended learning experience. See the **“How it Blends”** section in each session description.

Supporting Materials

In addition to the sessions, this program calls for the creation of the following additional supporting materials: Program Registration Form; Program Feedback Form; Syllabus; FAQ / Support Documentation (includes information on course tools, policies, procedures & online audio discussion etiquette guide); Program Glossary

Blended Learning Structure (continued from previous page)

<p>WEEK 0 : (G-01) Program Welcome & Orientation Group F2F Session</p>	<p>WEEK 0 : (A-01) Baseline Quiz Online Assessment</p>	<p>WEEK 1 : (V-01) Introductory Unit Video Lecture</p>	<p>WEEK 1 : (D-01) Discussion #1 VoiceThread Audio Discussion</p>
<p>WEEK 1 / 2 : (C-01) Coaching Session #1 1:1 Coaching</p>	<p>WEEK 2 : (L-XX) Self-Guided Exercises Video Library</p>	<p>WEEK 2 : (D-02) Discussion #2 VoiceThread Audio Discussion</p>	<p>WEEK 2 / 3 : (C-02) Coaching Session #2 1:1 Coaching</p>
<p>WEEK 3 : (L-XX) Self-Guided Exercises Video Library</p>	<p>WEEK 3 : (D-03) Discussion #3 VoiceThread Audio Discussion</p>	<p>WEEK 3 / 4 : (C-03) Coaching Session #3 1:1 Coaching</p>	<p>WEEK 4: (G-02) Program Midpoint Check-in Group F2F Session</p>
<p>WEEK 4 : (A-02) Midpoint Quiz Online Assessment</p>	<p>WEEK 3 : (L-XX) Self-Guided Exercises Video Library</p>	<p>WEEK 4 : (D-04) Discussion #4 VoiceThread Audio Discussion</p>	<p>WEEK 4/5 : (C-04) Coaching Session #4 1:1 Coaching</p>
<p>WEEK 5 : (L-XX) Self-Guided Exercises Video Library</p>	<p>WEEK 5 : (D-05) Discussion #5 VoiceThread Audio Discussion</p>	<p>WEEK 5/6 : (C-05) Coaching Session #5 1:1 Coaching</p>	<p>WEEK 6: (G-03) Program Wrap-up Group F2F Session</p>

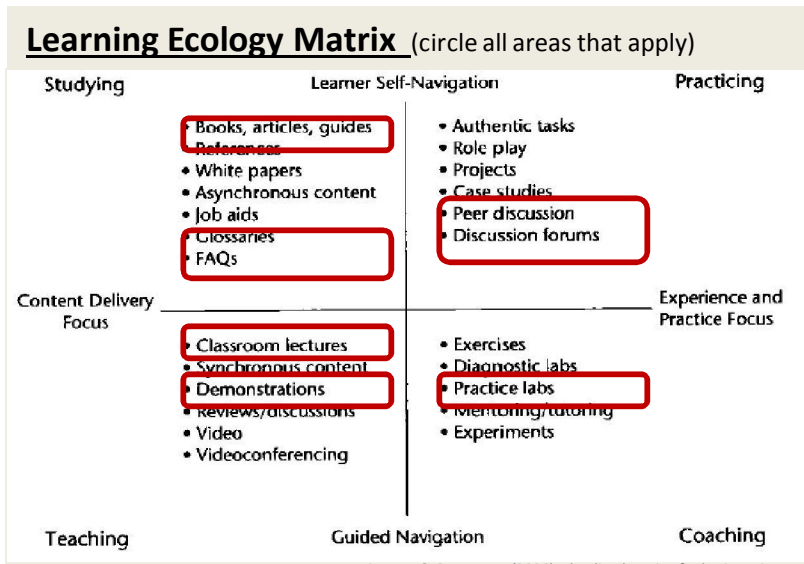
Unit ID: SAE01-G-01	Group F2F Session: Program Welcome & Orientation	Min/Max # of Learners: 4-60 participants
		Duration: 90 – 120 minutes

Objectives (include any cognitive, affective and psychomotor learning objectives, e.g. what will they feel, value, or be able to do as a result of this unit?)
 At the end of this unit, the participant will be able to:

- feel motivated and committed towards the program’s learning goals
- develop social connections with other participants
- use the program’s online learning tools and processes
- distinguish between the elements of pronunciation, vocabulary and grammar in the SAE dialect

How it Blends (inputs and outputs between this and other units)

Inputs used from other units	Source Unit IDs
n/a	n/a
Outputs generated by this unit	Destination Unit IDs
Personal introductions on VoiceThread	D-01
Initial assessment & coach assignment	C-01



Assessment (what type(s) of assessment, if any, are included in this unit?)
 During this session, coaches will identify and note each participant’s level and type of non-native pronunciation pattern and assign them to a group following the session.

Procedure (sequence of activities taking place in this unit)

Networking (20 min): Participants are welcomed to program, converse with each other and coaches

Plenary session (50 min): Present, demonstrate and discuss program and its tools & units; Distribute program materials and FAQ; Present & discuss elements of the SAE dialect; Distribute glossary of terms used in program

Networking / Practice lab (20-50 min, depending on group size): Participants converse with each other and take turns at available PCs with coaches. Each participant sets-up a VoiceThread account and records a personal introduction, describing why they have enrolled in this program and the situations they will be using conversational English

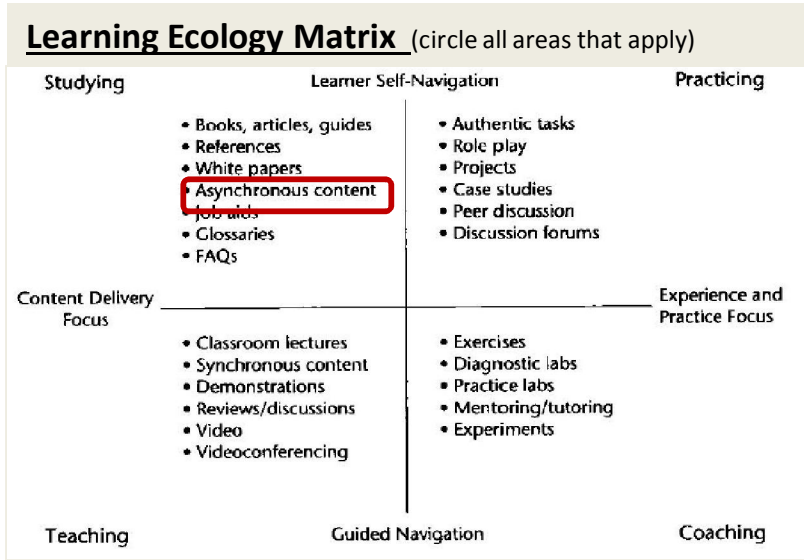
Unit ID: SAE01- A-01-02	Online Assessment: Baseline & Midpoint Quiz	Min/Max # of Learners: individual participant
		Duration: 10 minutes

Objectives (include any cognitive, affective and psychomotor learning objectives, e.g. what will they feel, value, or be able to do as a result of this unit?)
 At the end of this unit, the participant will be able to:

- describe their level of SAE-accent competency with a greater degree of accuracy
- compare their degree of competency relative to other participants in program

How it Blends (inputs and outputs between this and other units)

Inputs used from other units	Source Unit IDs
Experience of preceding F2F group meeting	G-01-02
Outputs generated by this unit	Destination Unit IDs
Baseline self-efficacy data (A-01 only)	V-01, C-01/04
Midpoint self-efficacy data (A-02 only)	C-04



source: Lewis, N. J., & Orton, P. Z. (2006). *Blending learning for business impact*

Assessment (what type(s) of assessment, if any, are included in this unit?)
 This unit is itself an assessment which takes place after each of the first two group events. Participants will complete an online assessment that has them reflect on the session experience; assess their current level of self-efficacy, relative to the program goals; articulate any barriers that they could see in achieving the program goals, and how they might overcome those barriers.

Procedure (sequence of activities taking place in this unit)
Online Assessment (10 min): Participants follow emailed instructions to online survey link; Participants complete online survey which assesses their self-belief and self-awareness of their competency level in SAE pronunciation (intonation), grammar and vocabulary. For each criteria, participants will rate themselves twice: as an individual and in relation to the overall group. For the first assessment (A-01), this establishes a “baseline” measure of self-efficacy which will be used in the introductory online unit (V-01) and first coaching session (C-01). For the midpoint assessment (A-02) the results are used and compared with the baseline results during the fourth coaching session (C-04).

Unit ID: SAE01-V-01	Video Lecture: Introductory Unit	Min/Max # of Learners: individual participant
		Duration: 35 minutes

Objectives (include any cognitive, affective and psychomotor learning objectives, e.g. what will they feel, value, or be able to do as a result of this unit?)
 At the end of this unit, the participant will be able to:

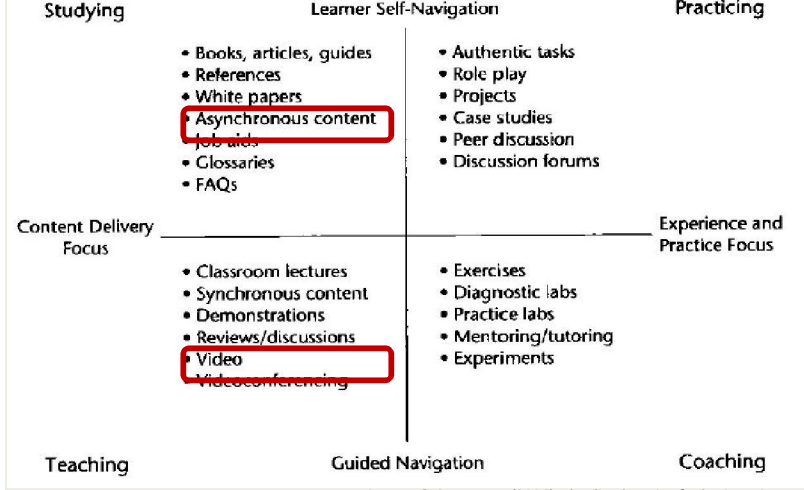
- distinguish between their self-perception of efficacy and what others may perceive of them
- feel more confident in the potential for personal transformation and improvement
- identify and explain the three elements of pronunciation: stress, rhythm and intonation
- distinguish between variations on the Standard American English accent

How it Blends (inputs and outputs between this and other units)

Inputs used from other units	Source Unit IDs
Baseline self-efficacy data, aggregated from all participants, are presented in this unit	A-01
Outputs generated by this unit	Destination Unit IDs
Main themes of video lecture & segments are revisited during the first 1:1 coaching session	C-01

Assessment (what type(s) of assessment, if any, are included in this unit?)
 n/a

Learning Ecology Matrix (circle all areas that apply)



source: Lewis, N. J., & Orton, P. Z. (2006). Blending learning for business impact

Procedure (sequence of activities taking place in this unit)

- Video lecture (10 min):** Present findings from initial self-assessment survey; Compare aggregate self-scores versus aggregate self-versus-other scores; Discuss the limitations of self-perception and the effects this has on performance
- Video segment (8 min):** “Transformation is Possible” – motivational film & interview
- Video segment (12 min):** “Introduction to Standard American English pronunciation” -- includes the three elements of pronunciation: stress, rhythm and intonation and variations on the SAE accent
- Video instructions (5 min):** Review next steps for upcoming sessions, including VoiceThread discussions

Unit ID: SAE01-D-01-05	VoiceThread Audio Discussion: Discussion #1, 2, 3, 4, 5	Min/Max # of Learners: 4-6 participants
		Duration: 20-40 minutes

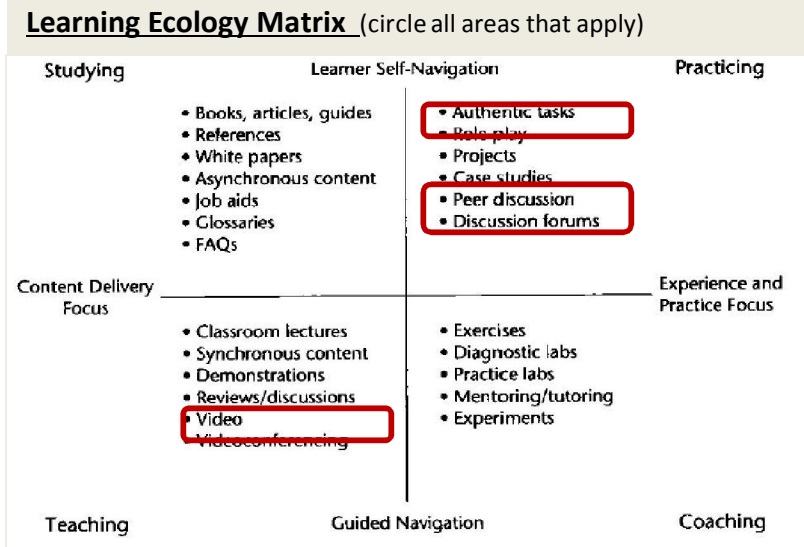
Objectives (include any cognitive, affective and psychomotor learning objectives, e.g. what will they feel, value, or be able to do as a result of this unit?)
 At the end of this unit, the participant will be able to:

- speak with a noticeably improved Standard American English (SAE) accent
- feel more confident in casual conversation with local colleagues and clients

How it Blends (inputs and outputs between this and other units)

Inputs used from other units	Source Unit IDs
Themes from the preceding group meeting and/or 1:1 coaching sessions are integrated into opening segment of VoiceThread discussion	G-01-02 C-01-04
Outputs generated by this unit	Destination Unit IDs
(D-01 only) Themes from Discussion #1 topic are re-visited during Midpoint Meeting	G-02
Highlights of all discussions to be featured in video montage at end of Final Meeting	G-03

Assessment: Assessment of participant’s performance in each discussion is included during the subsequent 1:1 coaching session.



source: Lewis, N. J., & Orton, P. Z. (2006). Blending learning for business impact

Procedure (VoiceThread video presentation and discussion)
(3 - 5 min) Group’s coach discusses any relevant overall themes from the preceding group meeting and/or series of 1:1 coaching sessions.
(3 - 5 min) Group coach introduces and simulates a “small talk” conversation, following the list of weekly discussion topic questions..
(12-30 min) Participants add their comments to the VoiceThread, practicing the conversation topic with a SAE accent. Each participant adds remarks in response to the topic question, and adds one comment to another participant’s remarks, recording for a total of 3-5 minutes per week. (x 4-6 participants = 12-30 minutes listening time total)

Weekly Discussion Topic Questions:
#1: “What kinds of small talk do you prefer, and why?”
#2: “What are your hobbies or other interests?”
#3: “What are some of your favourite travel destinations?”

#4: “What are some of the major trends in your area of work?”
#5: “What are some of your personal goals, for the coming years?”

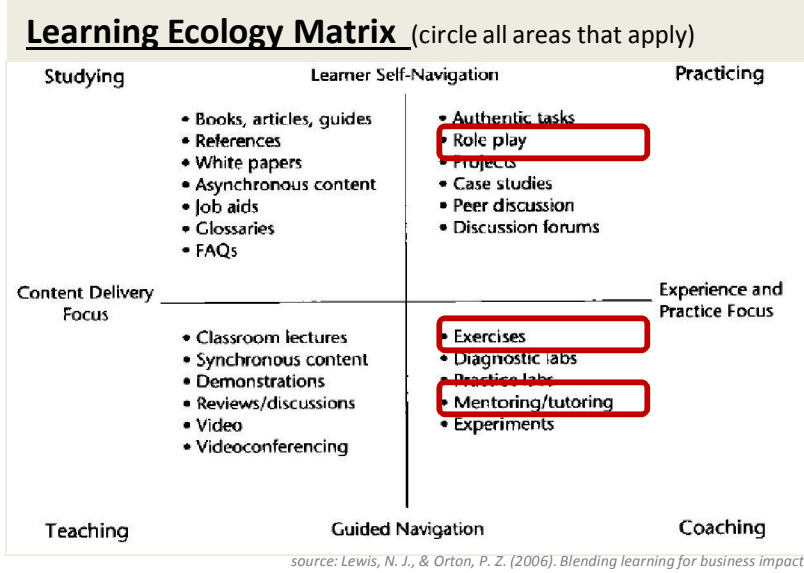
Unit ID: SAE01-C-01-05	1:1 Coaching Session (face-to-face or by phone): Coaching Session #1, 2, 3, 4, 5	Min/Max # of Learners: individual participant
		Duration: 60 minutes

Objectives (include any cognitive, affective and psychomotor learning objectives, e.g. what will they feel, value, or be able to do as a result of this unit?)
 Given an assigned pronunciation pattern, at the end of this unit the participant will be able to:

- consistently produce the assigned pronunciation pattern in casual conversation. These patterns may include:
 - using their mouth, lips, tongue and teeth to form specific SAE-accented phonemes
 - varying their voice pitch to create a distinctively SAE-accented rising, falling, dipping and/or peaking tonality
 - varying the emphasis and stress of their voice according to the typical patterns of SAE-accented words
 - producing a characteristically SAE-accented style of rhythm and cadence in sentences

How it Blends (inputs and outputs between this and other units)

Inputs used from other units	Source Unit IDs
Participant's performance in previous VoiceThread discussions and/or group meetings	D-01-05 G-01-02
Previously assigned self-guided exercises	L-XX
Outputs generated by this unit	Destination Unit IDs
Coach assigns a new schedule of self-guided exercises from the Video Library, each week	L-XX
Coaching themes may be aggregated and discussed in subsequent group discussions	D-02-05 G-02-03



Procedure: Coach will discuss participant's performance at previous interactions (group meetings or VoiceThread discussions) and review any previous assigned self-guided exercises. Coach will guide the participant through a series of additional exercises, such as reading pre-written texts out loud, simulating a conversation, and doing "drills" similar to the video-driven exercises which target specific elements of SAE pronunciation. At the end of each session, the coach will assign a new schedule of self-guided exercises from the Video Library for the participant to do in the upcoming week, no more than 4 exercises per day.

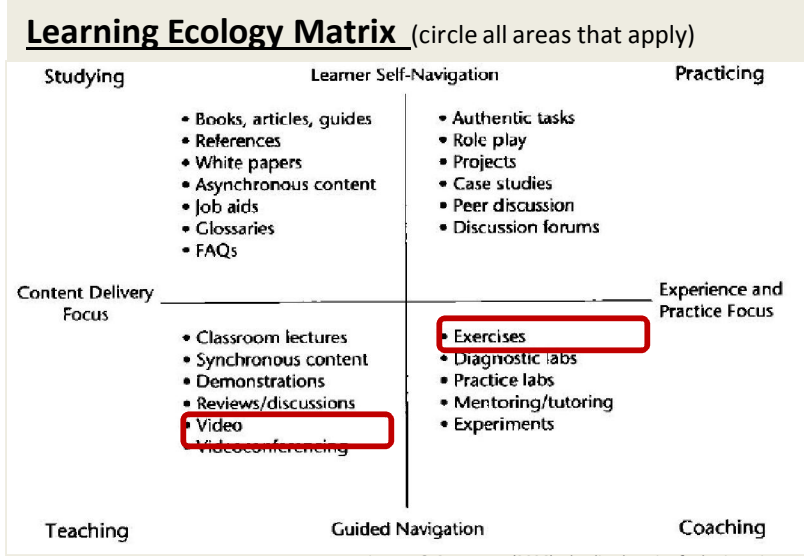
Unit ID: SAE01-L-XX	Video Library: Self-Guided Exercises	Min/Max # of Learners: individual participant
		Duration: 5-10 minutes each

Objectives (include any cognitive, affective and psychomotor learning objectives, e.g. what will they feel, value, or be able to do as a result of this unit?)
 Given an assigned pronunciation pattern, at the end of this unit the participant will be able to:

- consistently produce the assigned pronunciation pattern in casual conversation. These patterns may include:
 - using their mouth, lips, tongue and teeth to form specific SAE-accented phonemes
 - varying their voice pitch to create a distinctively SAE-accented rising, falling, dipping and/or peaking tonality
 - varying the emphasis and stress of their voice according to the typical patterns of SAE-accented words
 - producing a characteristically SAE-accented style of rhythm and cadence in sentences

How it Blends (inputs and outputs between this and other units)

Inputs used from other units	Source Unit IDs
Set of video-driven exercises assigned to the participant (and in some cases, practiced) during preceding 1:1 live coaching session.	C-01-04
Outputs generated by this unit	Destination Unit IDs
Review and practice of all assigned set of exercises at subsequent coaching sessions; selected exercises at group meetings.	C-02-05 G-02-03



source: Lewis, N. J., & Orton, P. Z. (2006). *Blending learning for business impact*

Assessment (what type(s) of assessment, if any, are included in this unit?)
 Participant self-assesses during practice exercises

Procedure: Each 5-10 minute video contains a series of specific guided exercises which focus on a specific element of pronunciation, such as the phonology of particular consonants or vowel sounds, variation of intonations and stress in words, or patterns of rhythm and cadence in sentences. Videos will typically be grouped in sets, according to the non-native English accent categorization of the participant. For example, a participant with a heavily Russian-influenced accent may be assigned the “W versus V” and “CH to H” consonant video modules. The participant will practice their set of assigned exercises on a daily basis – no more than 4 assigned videos per day.

Unit ID: SAE01-G-02	Group F2F Session:	Min/Max # of Learners: 4-60 participants
	Midpoint Check-in	Duration: 120 minutes

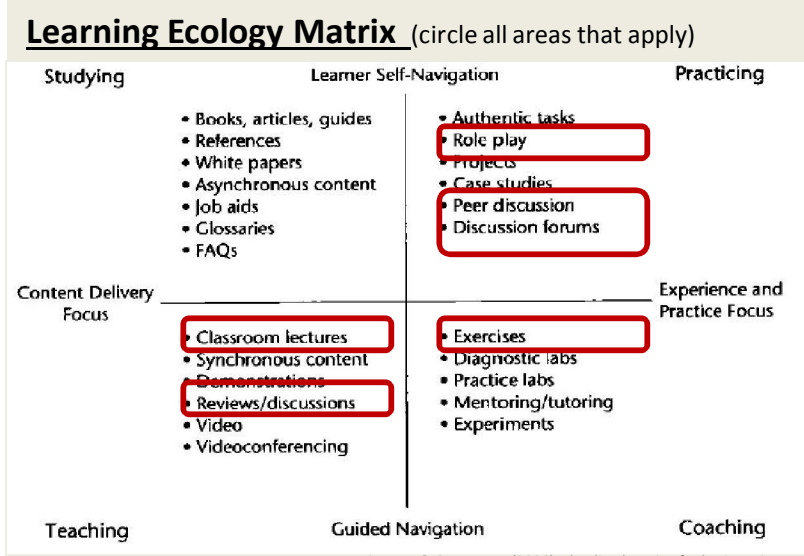
Objectives (include any cognitive, affective and psychomotor learning objectives, e.g. what will they feel, value, or be able to do as a result of this unit?)

At the end of this unit, the participant will be able to:

- feel further motivated and committed towards the program’s learning goals
- develop deeper social connections with other participants
- explain the specific differences between the SAE accent and their non-native English accent
- speak with a noticeably improved Standard American English (SAE) accent
- feel more confident in casual conversation with local colleagues and clients

How it Blends (inputs and outputs between this and other units)

Inputs used from other units	Source Unit IDs
Week 1 VoiceThread discussion content	D-01
Exercises from video library & 1:1 coaching	L-XX / C-01-03
Outputs generated by this unit	Destination Unit IDs
Conversational rhythm & cadence techniques	D-04-05



source: Lewis, N. J., & Orton, P. Z. (2006). Blending learning for business impact

Procedure (sequence of activities taking place in this unit)

Plenary session (15 min): Present and discuss progress in program, reinforce goals & motivation

Exercises (30 min): Participants practice a series of selected exercises from previous 3 weeks, in trios

Plenary session (60 min): Present and discuss themes that came up in Week 1 VoiceThread discussion on “small talk” conversations; Introduce techniques for SAE conversational rhythm & cadence

Discussions / Role play (30 min): Participants simulate a series of conversations, in trios

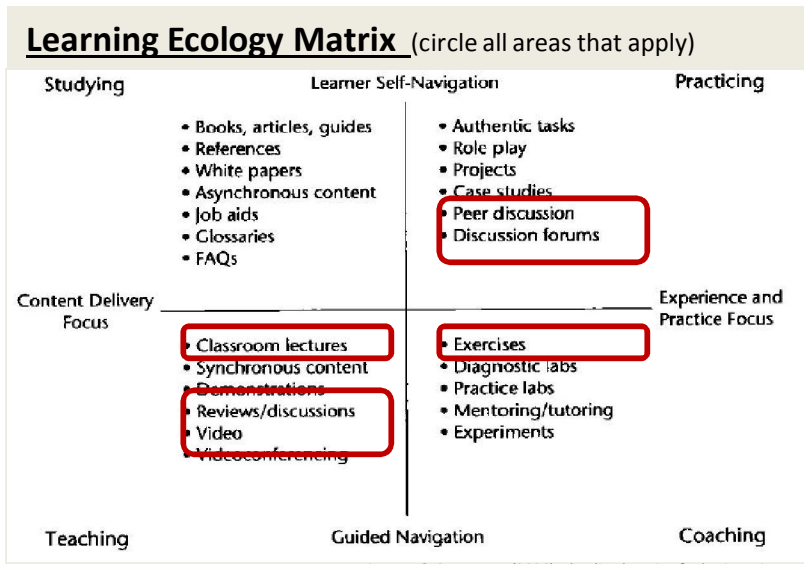
Unit ID: SAE01-G-03	Group F2F Session: Program Wrap-up	Min/Max # of Learners: 4-60 participants
		Duration: 120 minutes

Objectives (include any cognitive, affective and psychomotor learning objectives, e.g. what will they feel, value, or be able to do as a result of this unit?)
 At the end of this unit, the participant will be able to:

- explain the specific differences between the SAE accent and their non-native English accent
- speak with a noticeably improved Standard American English (SAE) accent
- feel more confident in casual conversation with local colleagues and clients
- commit to the long term process of refining their elocution

How it Blends (inputs and outputs between this and other units)

Inputs used from other units	Source Unit IDs
Content from previous group sessions	G-02-03
Exercises from video library & 1:1 coaching	L-XX / C-01-05
Outputs generated by this unit	Destination Unit IDs
n/a	n/a



Assessment (what type(s) of assessment, if any, are included in this unit?)
 Participants give peer coaching and feedback to each other in exercises during session.

Procedure (sequence of activities taking place in this unit)

Networking (20 min): Participants converse with each other and coaches

Plenary session (40 min): Review and discuss content from previous sessions; Present and discuss additional content related to SAE idiomatic expressions and common grammatical errors; Discuss importance of continued practice

Exercises (30 min): Participants practice a series of selected exercises from previous 6 weeks, in trios

Small group discussions (10 min): Participants develop and compare personal action plans for continued refinement

Plenary session (20 min): Show video montage of participants' progress over 6 weeks; Congratulate participants; Distribute certificates of course completion & reaffirm participants' commitment to keep refining their new skills