

Blended Learning Module Worksheet

INTRODUCTION

The “Blended Learning Module Worksheet” was created to assist you with you planning out the learning modules for your blended course. This cover sheet provides you with the information on how to best use this worksheet. The worksheet is divided into three sections. In the Orientation to Course section you will state your courses learning goals and give brief explanations as to how the course will unfold. The learning module content and assessments section will provide you with ways to blend your instruction into synchronous and asynchronous environments and how to use various technologies to achieve your desired learning outcomes. Finally, in the feedback and close section you will have the opportunity to put the entire course together.

Orientation to Course

The purpose of the orientation to course section is to introduce your students to the learning objectives that you have set for your course. A successful orientation section will enable your learners to succeed by connecting to the topic and by setting your expectations.

Items you may include in your orientation section are:

- Statement of course objectives, and/or learning outcomes
- An instructor created overview of the course
- The relevance of the course and how it will link to any of the learner’s prior knowledge
- A roadmap on how the learner will succeed in the course

Learning Module Content / Assessments

In this section you will detail what your students will be doing during the course and how you will assess their progress throughout the course. It is intended that you will use this section to connect synchronous and asynchronous activities together in order to give you a clearer picture on how to best utilize the instructional technologies. Therefore the learning content and assessments section are combined to give you greater flexibility to how you will use the different environments effectively.

Feedback and Close

This is the section where you will detail how you will provide feedback to your students. How will you use the synchronous and asynchronous environments to give your students more opportunities for further exploration, deeper retention and how you will connect the dots of the course for the learner. This is the section where you place the course into context for your learners and illuminate the path that they will follow as they navigate their way through the course.

This section often includes:

- Summarizing content and links to the next unit of study
- A remediation plan if needed
- Links to explore further learning opportunities

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Course Name/Number	Using MS Excel to Analyze Classroom Data and Inform Instruction.
Course Learning Goals	Learners will evaluate their classroom data by using MS Excel spreadsheets to analyze the quality of their assignments and assessments. Learners will choose appropriate formulas to justify their instructional approach and to better inform their teaching practice.
Notes	This will be a 6 week blended course.

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1. Course Orientation

Instructional Strategy	Environment	Format
<input checked="" type="checkbox"/> Self-Reflection	<input checked="" type="checkbox"/> Blackboard	<input type="checkbox"/> CMaps
<input type="checkbox"/> Concept Map	<input type="checkbox"/> Facebook	<input type="checkbox"/> Web Site
<input type="checkbox"/> Podcast	<input type="checkbox"/> Classroom	<input checked="" type="checkbox"/> Audio
<input type="checkbox"/> Pre-test	<input checked="" type="checkbox"/> Blog	<input checked="" type="checkbox"/> Video
<input type="checkbox"/> Scenario/Problem Based	<input type="checkbox"/> Wiki	<input checked="" type="checkbox"/> Document
<input type="checkbox"/> Tutorial	<input type="checkbox"/> iTunes U	<input type="checkbox"/> Slide Show
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<p>Notes:</p> <p>After reading the course goals the students will create their first entry in their reflection journal/blog. Learners can create podcasts, vlogs (video blogs), or write their reflections.</p> <p>Reflections will be a weekly requirement of this course and should take on the form of a KWL (know, want to know, learned) format. These journals are private between instructor and learner.</p>		

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2. Learning Module Content / Assessment - Tools

Below is a list of tools that you can be used in the planning of your blended course. The tools presented are not a comprehensive list as there are simply too many tools out there for your use. As you plan out your learning modules for your course keep in mind of how you want to be utilize the spaces, both your classroom space and the virtual space that technology allows you to use.

For instances, if you wish to use a Learning Management System like Blackboard, or Moodle to house your video lectures, you could blend that type of instruction with a concept map, or reflection journal and then use your classroom time to view/discuss the concept maps and your lecture. The idea here is to harness the technology in a way that will create deep and meaningful learning outcomes for your students.

From the list below, or using tools not specified on the list below, use the module planning guide to link together how you are going to blend your synchronous and asynchronous environments together.

Classroom Instructional Tools	Technology Instructional Tools
<input checked="" type="checkbox"/> Lectures	<input checked="" type="checkbox"/> Wiki
<input checked="" type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Blog
<input type="checkbox"/> Quiz	<input checked="" type="checkbox"/> Message Board
<input type="checkbox"/> Exam	<input checked="" type="checkbox"/> Mind Map
<input checked="" type="checkbox"/> Group Activity	<input checked="" type="checkbox"/> Video
<input checked="" type="checkbox"/> Individual Activity	<input checked="" type="checkbox"/> Podcast
	<input type="checkbox"/> Social Media
	<input type="checkbox"/> LMS Quiz
	<input type="checkbox"/> LMS Exam

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2.2 Learning Module Content / Assessment - Module Planning Guide

Module	Instructional Strategy	In Class	Technology	Format
1	Introduction to Excel – Cells, formatting and data entry Reflection journal	Discuss classroom data View Excel workbook assignment 1	View lecture and demonstration Set up Excel workbook Write a KWL reflection	Captivate Excel Blackboard
2	Introduction to formulas – Average, medium, mode and standard deviation Reflection journal	Discuss statistical analysis View Excel workbook assignment 2	View lecture and demonstration Use real classroom data and find the average, medium, mode and standard deviation Write a KWL reflection	Captivate Excel Blackboard
3	Introduction to conditional formatting Reflection journal	Discuss conditional formatting View Excel workbook assignment 3	View lecture and demonstration Use conditional formatting on Excel spreadsheet to highlight high, medium and low students Write a KWL reflection	Captivate Excel Blackboard
4	Introduction to data analysis Reflection journal	Discuss data analysis techniques View Excel workbook assignment 4	View lecture and demonstration Analyze classroom data using formulas and conditional formatting Write a KWL reflection	Captivate Excel Blackboard
5	Using data to inform instruction Reflection journal	Small group activity to analyze classroom data and make informed instructional decisions	Small group Excel workbook with actual classroom data and written analysis Write KWL reflection	Excel Blackboard

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6	Using data to inform instruction Reflection journal	Small group presentations of final classroom Excel workbooks, data analysis and informed instructional plan	Small group discussion about classroom data analysis Write KWL final reflection	Excel PowerPoint Blackboard
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3. Feedback and Closure

Feedback is a vital part of any course. This section provides you with ways in which you can provide your learners with feedback. There are many blended forms that your feedback can take and this list provides you with a few. For example, you can give feedback in the form of assigning more practice, having that practice posted to a class, or student, wiki, in the format of a document, or video. There is almost an endless array of strategies, environments and formats that you could use to provide your students with feedback.

Feedback Strategy	Environment	Format
<input checked="" type="checkbox"/> Summarize & review	<input checked="" type="checkbox"/> Blackboard	<input type="checkbox"/> CMaps
<input checked="" type="checkbox"/> Practice	<input type="checkbox"/> Facebook	<input checked="" type="checkbox"/> Web Site
<input type="checkbox"/> Further readings	<input checked="" type="checkbox"/> Classroom	<input checked="" type="checkbox"/> Audio
<input checked="" type="checkbox"/> Links to websites	<input checked="" type="checkbox"/> Blog	<input checked="" type="checkbox"/> Video
<input checked="" type="checkbox"/> Class feedback	<input checked="" type="checkbox"/> Wiki	<input checked="" type="checkbox"/> Document
<input type="checkbox"/> Other	<input checked="" type="checkbox"/> iTunes U	<input type="checkbox"/> Slide Show
<input type="checkbox"/> Other	<input checked="" type="checkbox"/> Other	<input type="checkbox"/> Other

Notes: