Blended Module Template by Learning Objective

by Kurt Cabral

Introduction

Blended learning incorporates asynchronous and synchronous approaches that complement one another based on the topic and learning objectives. So, depending on the topic and learning objectives you need to strategically plan what format your instruction should take and what tools and assessments support objectives for in-person and online instruction. No one delivery method is more important than the other: it depends on the interaction of your materials and activities to ensure learners' success.

About the template

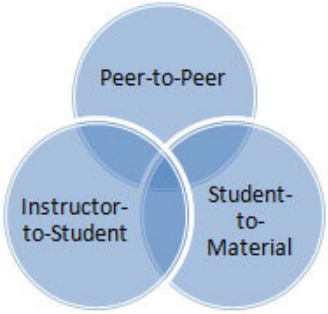
To help you on a module level, the template that begins on page 3 is a roadmap for both online and in-person components. Begin by filling in your module topic on page 3 (e.g. Baking an Apple Pie could be the module topic as part of a bigger course on making desserts.) After you decide your module topic, use the Module-At-Glance table to write each of your objectives that relate to the module topic. **Your learning objectives must be listed sequentially as you plan to present them in the module.** The learning objective must be measurable as defined in *Preparing for Instructional Objectives* by Robert F. Mager to include three distinct pieces: Performance (what is to be done by the learner), Conditions (how it is to be done by the leaner), and Criterion (how it will be determined successful). The last column in the Module-At-Glance is a planning space to estimate how much time should be spent on each activity during the face-to-face session.

After you determine your module topic and complete the Module-At-Glance Table, start using each of the tables beginning on page 4 to plan your instruction at a learning objective level. Your module topic will most likely have multiple learning objectives. Each table though is only focused on helping you design around one learning objective, considering the interplay of blended approaches to achieve the objective.

This template has three tables: one for each learning objective. However, feel free to add more tables or fewer depending on how many learner-focused objectives you need. The table provides further explanation in brackets on how to fill out each cell as well as examples. The examples are not all inclusive, so consider them a starting point for various possibilities for each cell.

The blend must account for interaction between three distinct groupings

Part of your blended learning approach involves thoughtful planning for peer-to-peer interaction (student to student); facilitator-to-student, and reflective time for student-to-material interaction. You can spread this over multiple objectives, but you should account for all three types of interactions to teach a module topic. By accounting for all three elements you will help foster a community of learners, which is particularly important for online delivered instructional components.



Note:

This template uses module specific content **based on the learning objectives**. However for the module specific content chosen to have meaning, overarching information is provided on this page to give it context. Basically, the learning environment, the program, the course, course goals, audience, and delivery method are listed below so the sample content in the template is understood.

Environment:

University-level course

Program:

Certificate track program to earn a "Sustainability Certificate." The program offers 4 required courses and 2 electives. One of the electives this semester could be this course, which is a special topics course.

Course:

Green Auto Manufacturing in the 21st Century

Course goals:

This course will provide an overview of the transformation occurring within the automobile industry which is beginning to embrace green manufacturing and environmental sustainable practices to be profitable.

Intended audience:

Students in this certificate track program are employed or hoping to be employed in the manufacturing sector as in-house experts on sustainability.

Delivery method:

This is a blended course delivered through a CMS (Blackboard 9) with in-person classroom sessions. Introductions to modules are typically given online and presented in an Articulate Presenter framework. The instructor-led Articulate Presenter pieces provide guidance on all the learning objectives sequentially, as well as outlining activities to be completed for the week. Given that many students taking the program are adults in the workforce, the in-person sessions of this course occur in the evening.

Length of course and meeting schedule:

This course will take 12 weeks to complete, completing one module per week. Learners will log into Blackboard to access the course starting each Sunday. The course meets once a week on Friday evenings for two and half hours.

Instructional framework:

Online work for the module must be completed before the in-person session unless otherwise stated. The instructor using this template will sequentially plan learning objectives with corresponding activities for in-person sessions that directly relate to the learning objectives.

Module Topic:

Module 1: The Automotive Industry and Environmental Sustainability

Module Learning Objectives at a Glance

Module 1 Learning Objectives *Listed in sequential order of planned instruction*	**Focus**	**Approximate Time Needed for each In-person Activity***
Objective #1 Define sustainability as it relates to auto manufacturing and the environment in a clear, well-written statement with concrete examples.	Sustainable Manufacturing	First 45 minutes
Objective #2 Explain at least 3 challenges to greening the supply chain as it relates to corporate success for the auto industry to achieve environmental sustainability.	Greening the Supply Chain	Next 40 minutes *(Elapsed Time: 45 minutes)*
Objective #3 In small groups explain how a product's life cycle and full cost accounting are important to the auto industry in terms of (1) manufacturing; (2) fuel; (3) recycling and disposal; (4) dealership expenses.	Life Cycle Analysis and Full Cost Accounting	Last 55 minutes *(Elapsed Time: 85 minutes)*

***Note: The in-person time for this course is once a week for 150 minutes**

Table 1

Learning Objective #1 Define sustainability as it relates to auto manufacturing and the environment in a clear, well-written statement with concrete examples.	
Instructional Format [Online, Classroom or Both. If Both for this objective, address how you will address online and in-person components where appropriate in table responses]	**Both**
Introduction to Topic (Strategy) [How you plan to set the stage to present content and activities to students] Examples: in-person lecture, online narrated presentation, video, ice-breaker activity, synchronous online meeting, case study, analogy, news, article, etc.	**Format online:** Articulate overview with instructor narration that includes two to three slides on the topic of the sustainable environmental revolution happening in the auto industry. **Readings/Resources:** *Videos:* **The Auto Industry Needs to be Environmentally Sustainable** http://www.youtube.com/watch?v=FRowUf5Y-HI **Automotive Environmental Sustainability** http://www.youtube.com/watch?v=UWKRiKXaT4c *Article:* **Towards a New Era in the Automobile Industry** http://www.unglobalcompact.org/docs/news_events/8.1/UNGC_Accenture_Automotive.pdf
Activity [What you plan to have students do to achieve the learning objective after topic introduction] Examples: role play, readings, KLW journal, presentation, reflection paper, research paper, in-person group discussion, online discussion, simulation, quizzes, etc. **Note:** If in-person make sure to include the time needed for the activity to help achieve this objective.	**Format: online:** **Activity #1** Use a K-W-L journal feature in the CMS to allow students to reflect on what they already know and what they want to know about the topic of Automotive Industry and Environmental Sustainability, specifically how they would define sustainability as it relates to auto manufacturing. Have students post "K-W" by Wednesday. For the "L" or "Learned" portion of the journal entry have students define "environmental sustainability for auto manufacturing" based on this week's activities by Sunday. Use the discussion board (optional) to post questions or get feedback during the week.

	Format: in-person **Activity #2** Classroom conversation based what was presented in the online portion (article and videos) to answer the following question: "What is our relationship as auto manufactures with the environment?" Use ShowMe to record key concepts discussed, which are projected onto a screen from a computer. **Time for activity for in-person session: 45 minutes**
Type(s) of Interaction [How the class will work individually, collectively, and with the facilitator in regards to this objective] Student-to-Student, Teacher-to-Student, and Student-to-Material	**Format online:** • Student-to-Student: Discussion board. (Optional for this learning objective for the online component.) • Teacher-to-Student: Feedback on journal entry, Articulate Presenter overview. • Student-to-Material: Reading article, watching videos, writing journal entries. **Format in-person:** • Student-to-Student: Classroom conversation and brainstorm activity. • Teacher-to-Student: Facilitating in-person classroom conversation and answering questions. • Student-to-Material: Brainstorm activity.
Materials [Assets (if any) needed as the facilitator to achieve objective] Examples: flipchart, markers, digital recorder, webcam, software (e.g. Articulate Presenter), photos, textbooks, articles, etc.	**Format online:** • Articulate Presenter or a similar type of presentation software. http://www.articulate.com/products/presenter.php • Audacity or a similar type of narration software. http://audacity.sourceforge.net/ **Format: in-person** Classroom projector attached to a computer with internet connectivity.
Tools [What communication tools will assist you (if any)]	**Format: in-person** • ShowMe software or a similar type of real-time drawing software.

Examples: wiki, discussion board, tutorial, video, social media tools (e.g. Pinterest, Instagram, ShowMe), Dropbox, Evernote, Audacity, VoiceThread, podcast, etc.	• http://www.showme.com/
Instructor Feedback Method [How you plan to respond to individual students and group discussions to help students reach the objective] Examples: written feedback, recorded audio feedback, in-person meeting, lecture, email, threaded discussion posts, journal responses, etc.	**Format: online** Email personal feedback to each student on their K-W-L journal.
Summary (Strategy) [How you present and synthesis classroom discussions, content presented, and activities to students] Examples: in-person lecture, online narrated presentation, video, activity, webcast, individual audio feedback, LMS announcement, blog, etc.	**Format: online** Share the results of the classroom brainstorm from the electronic ShowMe session by emailing to students. **Format: in-person** Summarize the conversations and thoughts presented in the brainstorm.
Assessment [Create a rubric so students know how they will be assessed before completing the activity to be graded. The rubric must align with this objective.	**Format: online** Journal entry for the "Learned" aspect of K-W-L.

Assessment Rubric for Learning Objective #1:

Five point maximum

Two points awarded if students post their initial journal entry by Wednesday. The following rubric is used to grade the final journal entry to earn the remaining points.

Point Value	Criteria
3	Journal definition is concrete and understandable. There is a thoughtful interpretation and presentation of what was read and watched online as well as shared in the classroom in-person session. Examples are used to help illustrate the definition as it applies to the auto industry.

2	Journal definition meets basic expectations but missing some necessary detail in either interpretation or examples to clarify the concept, or does not tie back into auto manufacturing.
1	Journal definition is unclear, or shows little effort or insight. The definition is vague and unsupported or does not tie back into auto manufacturing.

Table 2

Learning Objective #2 Explain at least 3 challenges to greening the supply chain as it relates to corporate success for the auto industry to achieve environmental sustainability.	
Instructional Format [Online, Classroom or Both. If Both for this objective, address how you will address online and in-person components where appropriate in table responses]	**Both**
Introduction to Topic (Strategy) [How you plan to set the stage to present content and activities to students] Examples: in-person lecture, online narrated presentation, video, ice-breaker activity, synchronous online meeting, case study, analogy, news article, etc.	**Format: online** Articulate overview with instructor narration that includes three to four slides on the topic of green supply chains and auto manufacturer success. *Article:* Read the Case Study by EPA from the Technology Market Summit in May 2012 on the Automotive Supply Chain nepis.epa.gov/Exe/ZyPURL.cgi?Dockey=P100EDJZ.txt *(Note, focus on page 6)*
Activity [What you plan to have students do to achieve the learning objective after topic introduction] Examples: role play, readings, KLW journal, presentation, reflection paper, research paper, in-person group discussion, online discussion, simulation, quizzes, etc. **Note:** If in-person make sure to include the time needed for the	**Format: online** Discussion forum in the CMS to answer the following: ***Explain at least 3 challenges to greening the supply chain as it relates to corporate success for the auto industry* to achieve environmental sustainability.** Your response should be 10 sentences or less. Respond to at least two of your classmates and comment on their insights to see if you agree or disagree with their viewpoints. Initial post by Tuesday and feedback to classmates by Friday. **Format: in-person** In-class poll using a worksheet constructed by the instructor

activity to help achieve this objective.	that lists all the categories/challenges mentioned in the online forum by students. For each challenge listed, students will use a rating-scale format to determine the top three challenges for the automotive industry. After students individually complete the worksheet poll/rating, tally results as a classroom activity and discuss the results why these are the top three challenges. **Time for activity for in-person session: 40 minutes**
Type(s) of Interaction [How the class will work individually, collectively, and with the facilitator in regards to this objective] Student-to-Student, Teacher-to-Student, and Student-to-Material	**Format online:** • Student-to-Student: Discussion board. • Teacher-to-Student: Articulate Presenter overview and discussion board participation. • Student-to-Material: Reading article. **Format in-person:** • Student-to-Student: Classroom conversation and worksheet rating poll activity. • Teacher-to-Student: Facilitating in-person classroom conversation and poll. • Student-to-Material: Poll activity.
Materials [Assets (if any) needed as the facilitator to achieve objective] Examples: flipchart, markers, digital recorder, webcam, software (e.g. Articulate Presenter), photos, textbooks, articles, etc.	**Format online:** • Articulate Presenter or a similar type of presentation software. http://www.articulate.com/products/presenter.php • Audacity or a similar type of narration software. http://audacity.sourceforge.net/ **Format: in-person** • Flipchart or Whiteboard to tally responses to poll questions. • Classroom projector attached to a computer with internet connectivity.
Tools [What communication tools will assist you (if any)] Examples: wiki, discussion board,	**Format online:** Discussion board

tutorial, video, social media tools (e.g. Pinterest, Instagram, ShowMe), Dropbox, Evernote, Audacity, VoiceThread, podcast, etc.	
Instructor Feedback Method [How you plan to respond to individual students and group discussions to help students reach the objective] Examples: written feedback, recorded audio feedback, in-person meeting, lecture, email, threaded discussion posts, journal responses, etc.	**Format online:** Discussion forum responses to each student before the in-person session. **Format: in-person** Responses to questions asked by students during in-person session.
Summary (Strategy) [How you present and synthesis classroom discussions, content presented, and activities to students] Examples: in-person lecture, online narrated presentation, video, activity, webcast, individual audio feedback, LMS announcement, blog, etc.	**Format: in-person** • Summarize the conversations and thoughts presented in poll. • Present documentation/slide on what the auto industry as a whole states are its major challenges.
Assessment [Create a rubric so students know how they will be assessed before completing the activity to be graded. The rubric must align with this objective.	**Format: online** Discussion board post and responses to classmates.

Assessment Rubric for Learning Objective #2:

Point Value	Criteria
5	Posts initial response to the discussion board on time and does respond to two classmates. The post addresses the question asked. The post is clear, focused and insightful. The student's responses to classmates are appropriate and extend meaningful discussion by building on previous posts or providing comments that enrich the online forum.
3	Posts a response to the discussion board but does not respond to two classmates. The post minimally addresses the question asked or contains content that is off topic. Or, responds to two classmates but does not post their own response to the question asked. The response to classmates does not provide meaningful feedback or show thoughtful response to encourage conversation.

0	Posts no response to the discussion board or does not respond to classmates. If the student does post to the discussion forum, their post does not address the question asked. The post is unclear and unfocused. If the student responds to classmates, posts are inappropriate or do not beyond one or two word posts such as "Good job."

Table 3

Learning Objective #3 In small groups explain how a product's life cycle and full cost accounting are important to the auto industry in terms of (1) manufacturing; (2) fuel; (3) recycling and disposal; (4) dealership expenses.	
Instructional Format [Online, Classroom or Both. If Both for this objective, address how you will address online and in-person components where appropriate in table responses]	**Both**
Introduction to Topic (Strategy) [How you plan to set the stage to present content and activities to students] Examples: in-person lecture, online narrated presentation, video, ice-breaker activity, synchronous online meeting, case study, analogy, news article, etc.	**Format: online** Articulate overview with instructor narration that includes four to five slides on the topic of life cycle analysis (LCA) chains and full cost accounting *Article* *Life Cycle Management: A Business Guide to Sustainability* Read pages 10-21. **Optional Introductory Resources presented in CMS:** Subscription to RSS feed: http://www.lcacenter.org/ Review of EPA Webiste: http://www.epa.gov/nrmrl/std/lca/lca.html **Format: in-person** 10-minute Instructor-led PowerPoint presentation/lecture to review the concept of life cycle management and introduce the concept of full cost accounting for the lifetime of an automobile.
Activity [What you plan to have students do to	**Format: in-person** Establish small groups of approximately 4 students each. For

achieve the learning objective after topic introduction] Examples: role play, readings, KLW journal, presentation, reflection paper, research paper, in-person group discussion, online discussion, simulation, quizzes, etc. **Note:** If in-person make sure to include the time needed for the activity to help achieve this objective.	each group, provide the following handout/document: *Dust to Dust: Energy Cost of New Vehicles From Concept to Disposal* report Note: Include only the data tables as handout: http://www.scribd.com/doc/71628557/Dust-PDF-Version Each group will be asked to investigate one vehicle model in one of the four possible sectors (economy, hybrid, SUV, and luxury). The instructor will assign only one sector to each of the groups. Groups will report their findings to the class as a group and list out lifecycle and costs associated with following categories and why they are important. • Manufacturing • Fuel • Recycling and Disposal • Dealership expenses **Time for activity for in-person session: 55 minutes**
Type(s) of Interaction [How the class will work individually, collectively, and with the facilitator in regards to this objective] Student-to-Student, Teacher-to-Student, and Student-to-Material	**Format online:** • Student-to-Student: N/A. • Teacher-to-Student: Articulate Presenter overview. • Student-to-Material: Reading article and optional reading and RSS subscription. **Format in-person:** • Student-to-Student: Classroom small group activity • Teacher-to-Student: Facilitating in-person classroom lecture and answering questions. • Student-to-Material: Material presented in *Dust to Dust: Energy Cost of New Vehicles From Concept to Disposal.*
Materials [Assets (if any) needed as the facilitator to achieve objective] Examples: flipchart, markers, digital recorder, webcam, software (e.g.	**Format online:** • Articulate Presenter or a similar type of presentation software. http://www.articulate.com/products/presenter.php • Audacity or a similar type of narration software. http://audacity.sourceforge.net/

Articulate Presenter), photos, textbooks, articles, etc.	**Format: in-person** • Handout: *Dust to Dust: Energy Cost of New Vehicles From Concept to Disposal.*
Tools [What communication tools will assist you (if any)] Examples: wiki, discussion board, tutorial, video, social media tools (e.g. Pinterest, Instagram, ShowMe), Dropbox, Evernote, Audacity, VoiceThread, podcast, etc.	**Format online:** CMS email account.
Instructor Feedback Method [How you plan to respond to individual students and group discussions to help students reach the objective] Examples: written feedback, recorded audio feedback, in-person meeting, lecture, email, threaded discussion posts, journal responses, etc.	**Format online:** Send an email to each student group on their classroom presentation. **Format: in-person** Initial feedback to group presentations and findings.
Summary (Strategy) [How you present and synthesis classroom discussions, content presented, and activities to students] Examples: in-person lecture, online narrated presentation, video, activity, webcast, individual audio feedback, LMS announcement, blog, etc.	**Format: in-person** • Summarize the conversations and thoughts presented by the small groups. .
Assessment [Create a rubric so students know how they will be assessed before completing the activity to be graded. The rubric must align with this objective.	**Format: online** Email sent to student groups.

Assessment Rubric for Learning Objective #3:

Point Value	Criteria
5	The group worked well together and gave everyone a chance to present on one or more aspects (Manufacturing, Fuel, Recycling and Disposal, Dealership expenses). The information presented was clear and understandable and presented logically. The material directly related to issues of life cycle analysis and full cost accounting.
3	The group worked fairly well together and covered all topics. Or, worked well together and didn't present information on all the topics (Manufacturing, Fuel, Recycling and Disposal, Dealership expenses). The information presented either wasn't one of the following: clear or presented logically. The materially generally related to the issues of life cycle analysis and full cost accounting.
0	The group didn't work well together and didn't give everyone a chance to present on one or more aspects (Manufacturing, Fuel, Recycling and Disposal, Dealership expenses). The information presented was unclear and not presented logically. The material didn't tie in issues of life cycle analysis and full cost accounting.