

COURSE DESIGN TEMPLATE – BLENDED LEARNING

Key terms

Blended Learning: learning as a result of a deliberate, integrated combination of online and face-to-face activities. **Blended Teaching:** the design and facilitation of blended learning activities. **Course Design:** the planning and design of the course structure and with the process, engagement, interaction, and evaluation aspects of the course. (Goeman et al., 2018)

Why is course design important?

Courses are the “core of the educational system, where both learning processes and instructional processes are situated” (Valkenburg et al., 2019). Course design helps teachers prepare the most appropriate content, instruction and learning activities for students to achieve the learning outcomes.

Is the design of blended courses different from the design of other courses?

Yes. Although some aspects of blended courses design are common to the design of other types of courses (e.g. alignment of teaching and learning activities with learning outcomes and assessment methods), some very important aspects are specific to blended courses, such as the coherent connection between face-to-face and online activities.

How can I use this template?

You can use it to plan and design blended courses, both newly created courses and courses transitioning from a face-to-face format to a blended format. In the case of face-to-face courses shifting to a blended format, you can consider for example whether some face-to-face activities could take place online with equal efficiency, freeing classroom time for other learning activities that require or benefit particularly from teacher’s presence and immediate feedback.

Once the design is finalized, the template can be used to provide students with information about their blended course: how their classroom and online learning relate to each other, how and when they should use online resources, etc. Finally, the template can also be used to document your teaching practice for personal use or for quality assurance purposes.

References

Goeman, R., Poelmans, S. and Rompaey, V.V. (2018) *Research Report on State of the Art in Blended Learning and Innovation*, <https://embed.eadtu.eu/results>
Valkenburg, W.F., Dijkstra, W.P. and de los Arcos, B. (2019) *European Maturity Model for Blended Education*, European Association of Distance Teaching Universities, <https://embed.eadtu.eu/results>

SAMPLE

Course: Introduction to UK Graduate Study - Academic Writing

This course was 11 weeks long, only the first 6 weeks are included in this sample.

Learning outcomes¹

By the end of the course you should be able to:

1. apply the Harvard System of Referencing appropriately to acknowledge sources in your writing
2. apply paraphrasing techniques and quotation appropriately when using sources in your writing
3. construct different types of paragraphs to convey and organise information with clarity and cohesion
4. evaluate the relevance and reliability of sources
5. write an academic essay and report complying with the academic standards of higher education in terms of layout, linguistic accuracy, quality and use of sources and clarity of argumentation

Summative assessment²

1. 1200-word individual essay
2. 1500-word group report

¹ **Learning Outcomes:** what you want students to know (knowledge) and be able to do (skills) by the end of the course.

² **Summative Assessment:** assessment to measure students' achievement at the end of an instructional period, generally at the end of a course.

| Teaching and Learning activities ³ (including formative assessment ⁴ activities) | | |
|--|--|---|
| Time | LOs ⁵ | <div style="display: flex; justify-content: space-between; align-items: center;"> FACE TO FACE F2F AND ONLINE CONNECTION⁶ ONLINE </div> |
| Weeks 1-2 | Identify what constitutes plagiarism in an academic setting Use paraphrasing and quoting techniques | <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>What is plagiarism? Exercise + discussion in groups</p> <p>Paraphrasing and quoting Practice exercises</p> <p>Feedback on quizzes and activities</p> <p>Further paraphrasing/quoting exercises</p> </div> <div style="width: 10%; text-align: center;"> <p><i>Revision</i></p> <p><i>Feedback and following instruction</i></p> <p><i>Further practice</i></p> </div> <div style="width: 45%;"> <p>Animations on plagiarism, paraphrasing and quoting + quizzes (in Moodle – 20-30 minutes) 3⁷</p> <p>Submit paraphrasing/quoting homework activities in Moodle Assignments 1</p> </div> </div> |

³ **Teaching and Learning Activities:** describe activities briefly, in terms of what students do and what your instruction implies, and present them in the sequence they are carried out. Other useful information you can include: feedback (from teacher or peers) and self-assessment opportunities.

⁴ **Formative Assessment:** assessment to measure students' learning progress at different stages of the instructional period to inform students and teachers of learning taking place and help them (teachers and students) identify areas that need reinforcement.

⁵ More specific **learning outcomes** for each week or any other timeframe you are using: these learning outcomes will be closely related to the general learning outcomes of the course, but breaking them down into more specific and smaller learning outcomes can be useful to better decide what instructions and learning activities to include.

⁶ **F2F and Online Connection:** specify the relationship between F2F and online activities by using arrows and a brief explanation or key word.

⁷ These numbers indicate in which course iteration the activities were introduced. It is recommended that the design of the course is revised after each iteration and adjusted accordingly.

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| <p>Weeks 3-4</p> | <p>Use Harvard System of Referencing to introduce in-text citations</p> <p>Identify an essay format</p> <p>Write paragraphs using the “hamburger” technique</p> | <p>Harvard System of Referencing In-text citation exercises 1</p> <p>Feedback on quizzes</p> <p>In-text citation exercises 2</p> <p>Introduction to essay writing Essay layout - exercises Paragraph writing - exercises</p> <p>Feedback on mini essay Self-assessment and corrections (layout, paraphrasing/quotation, citations)</p> | <p><i>Revision and practice</i></p> <p><i>Feedback and following instruction</i></p> <p><i>Revision and practice</i></p> <p><i>Application</i></p> <p><i>Feedback action and self-assessment</i></p> | <p>In-text citation quizzes Level 1 (in Moodle – 20-30 minutes)</p> <p>In-text citation quizzes Level 2 (in Moodle – 20-30 minutes)</p> <p>Formative assessment: mini essay (submit in Moodle Assignments)</p> | <p>1</p> <p>1</p> <p>2</p> |
| <p>Weeks 5-6</p> | <p>Use Harvard System of Referencing to introduce in-text citations</p> <p>Identify academic and non-academic sources</p> <p>Evaluate credibility and appropriateness of sources</p> | <p>Feedback on quizzes</p> <p>In-text citation exercises 3</p> <p>Feedback on quizzes and guidelines for further independent practice</p> <p>Assignment 1 preparation: Finding and evaluating sources Group work: source search and evaluation</p> <p>Feedback on Wiki contributions/content</p> | <p><i>Feedback and following instruction</i></p> <p><i>Revision and practice</i></p> <p><i>Feedback and guidelines for further practice</i></p> <p><i>Collaboration – Information sharing</i></p> <p><i>Feedback action</i></p> | <p>In-text citation quizzes level 3 (in Moodle – 20-30 minutes)</p> <p>Complete Wiki activity (in Moodle) – sharing 2 essay sources commenting on relevance and reliability</p> | <p>2</p> <p>3</p> |