



BLENDED COURSE DESIGN

Setting the foundations for blended learning environments

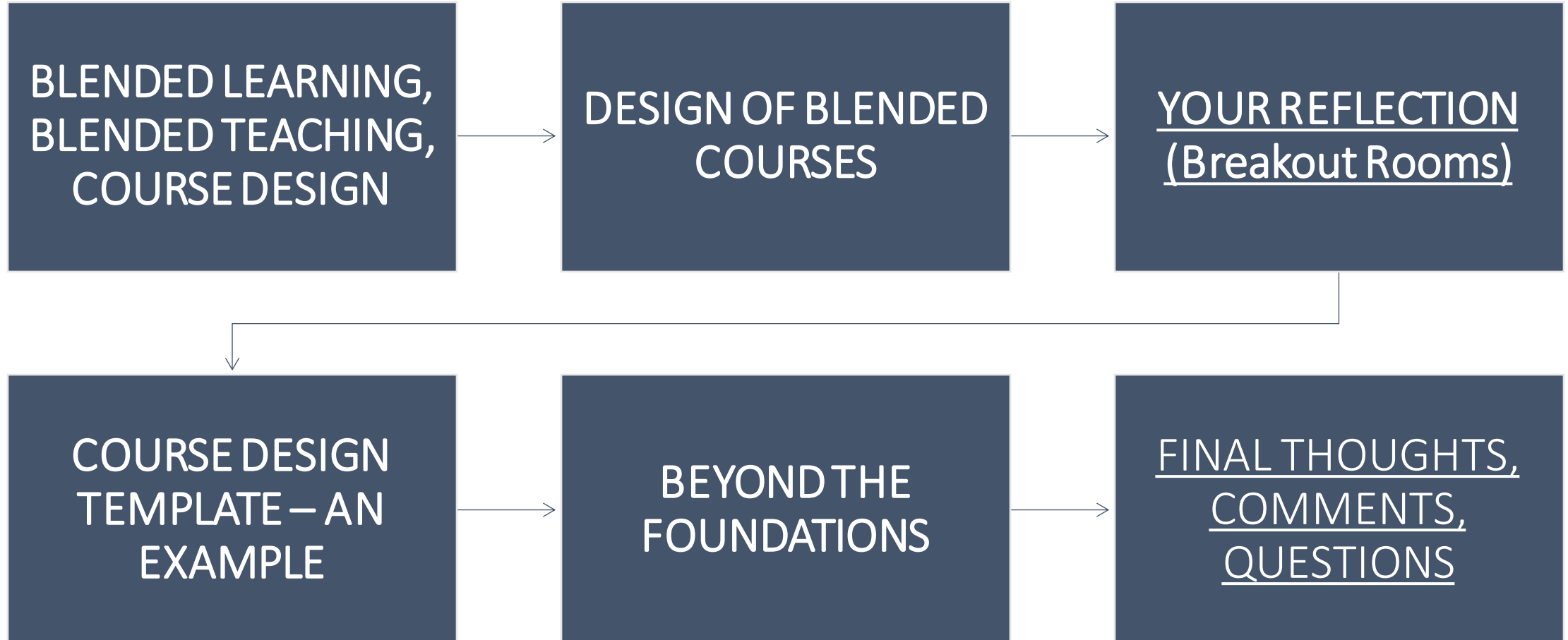
NNU Konference 22nd April 2021

Nuria López

Copenhagen Business School

nlo.egb@cbs.dk

OUTLINE



Definitions

Blended Learning

learning as a result of a deliberate and integrated combination of online and face-to-face activities

Blended Teaching

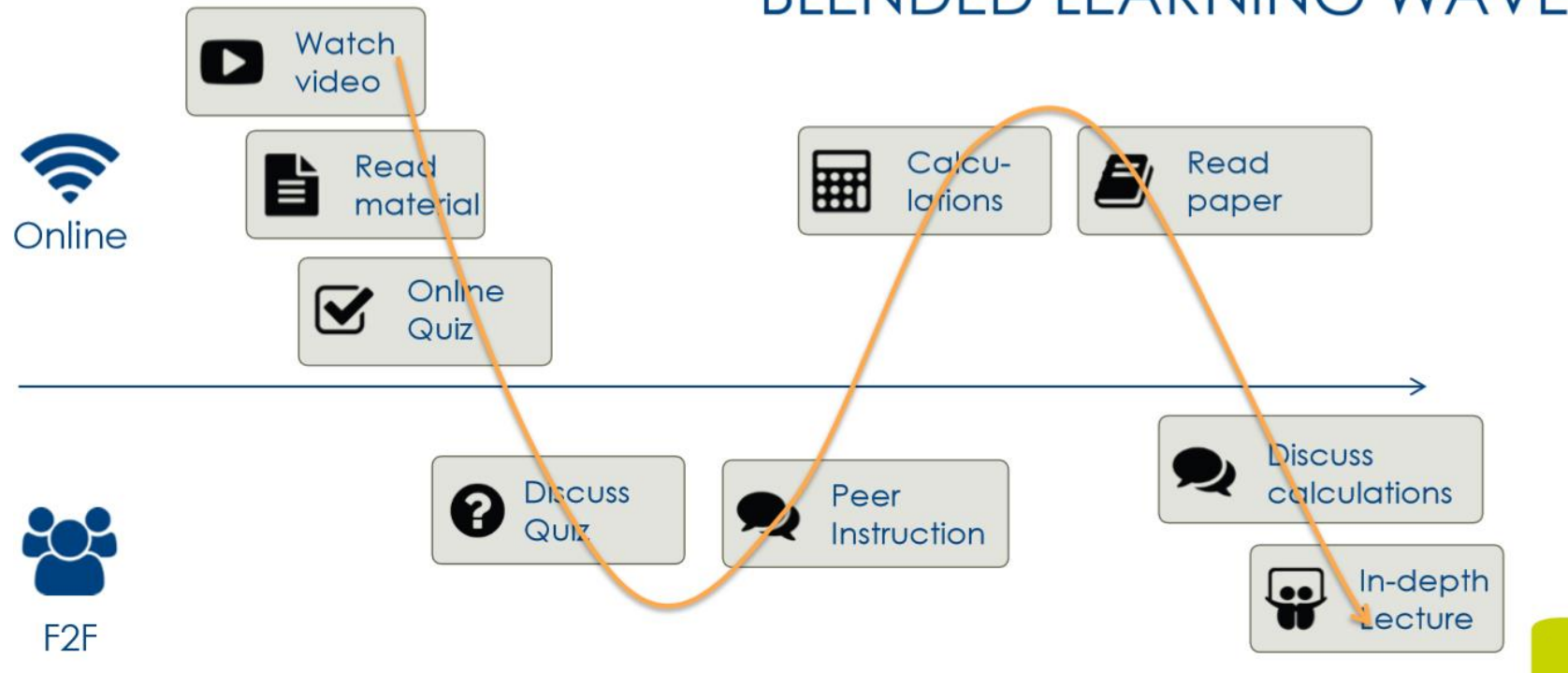
design and facilitation of blended learning activities

Course Design

planning of the course structure, with the engagement, interaction and evaluation aspects of the course

Design of blended courses - general

BLENDED LEARNING WAVE



Who are the students?

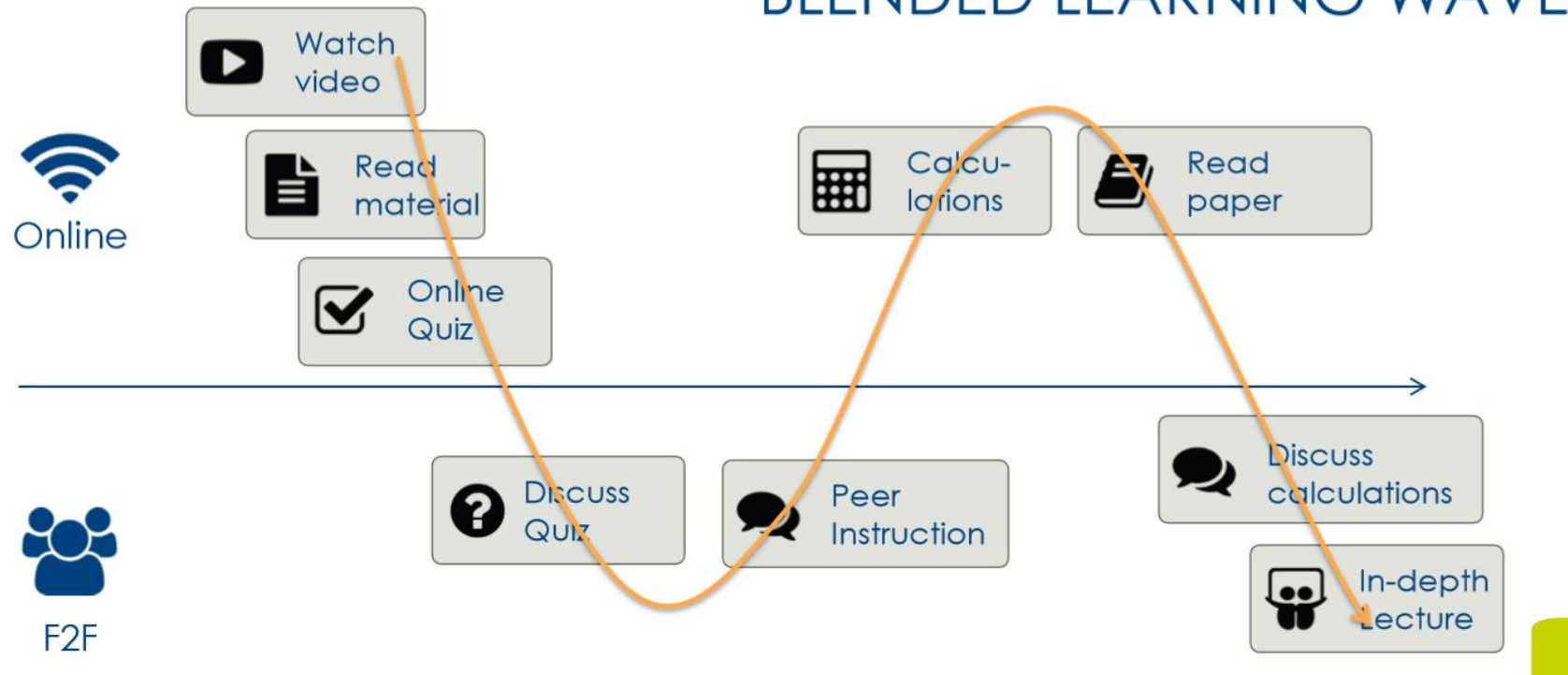
Prior knowledge
Background
Interest/Motivation

Alignment

Learning Outcomes
Assessment
T&L Activities

Design of blended courses - specific

BLENDED LEARNING WAVE



T&L activities

Face-to-face (F2F) or online?

What supports learning better in your course?

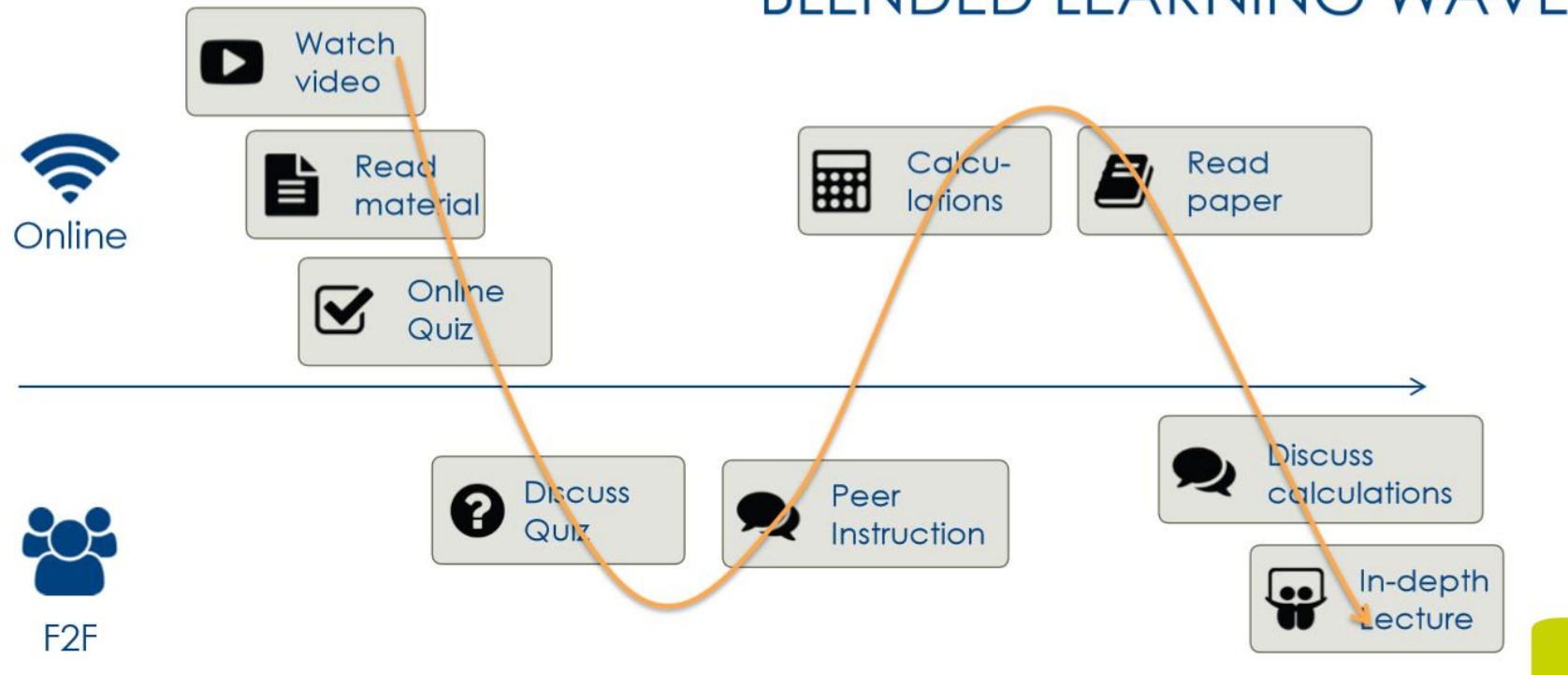
F2F -- Online integration

Both contexts supporting each other

Connection made explicit to students

Design of blended courses - specific

BLENDED LEARNING WAVE



Online activities

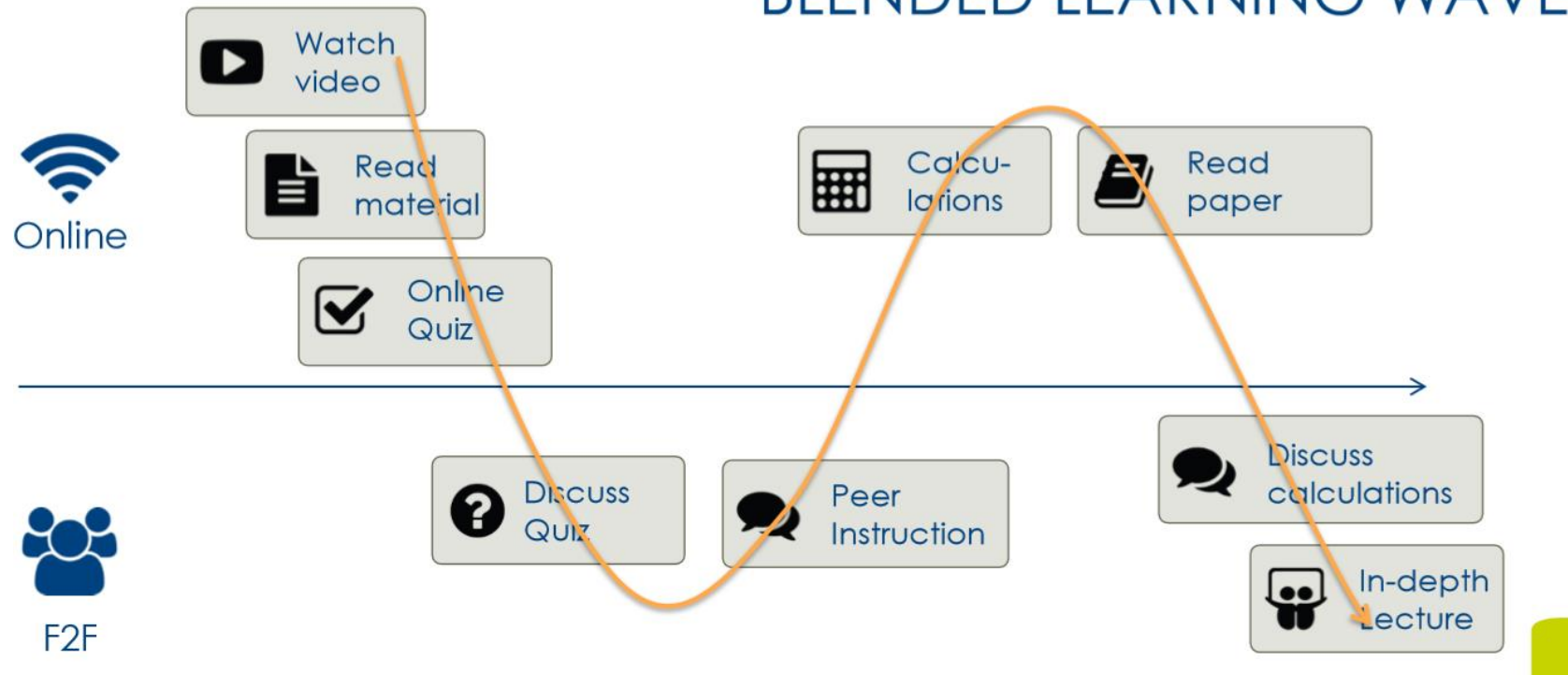
The same but different
More explicit instructions
More scaffolding

Technology

Pedagogical purpose
Usability

Design of blended courses - specific

BLENDED LEARNING WAVE



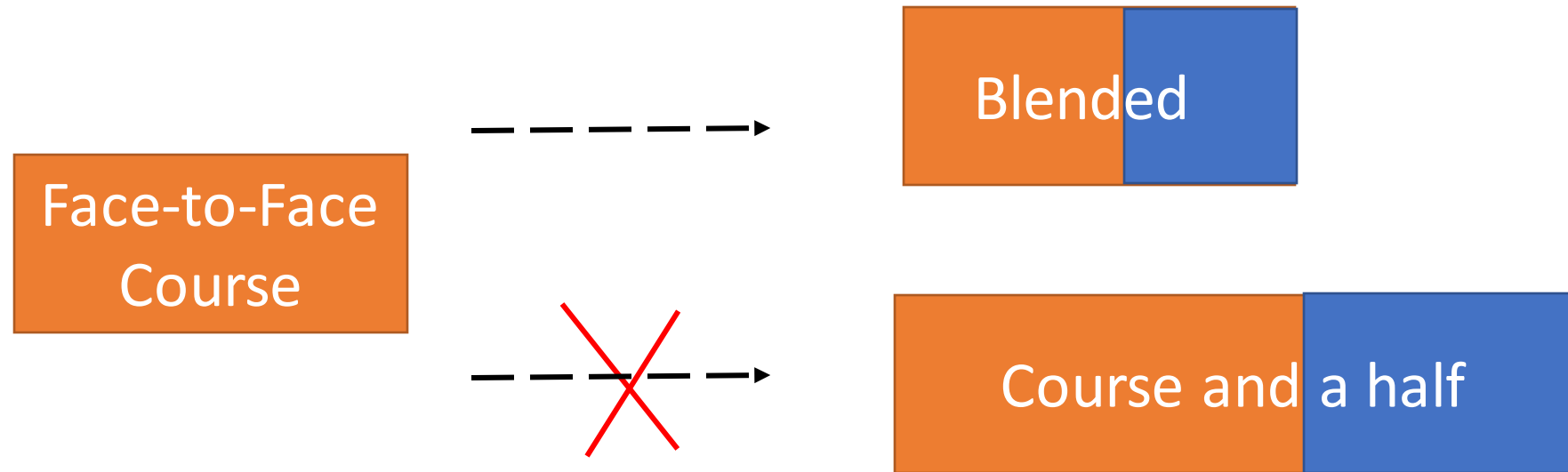
Social presence

Connection to teacher and other learners
Community of learners

Emotional engagement

Feelings about the learning experience (e.g. safety, inclusiveness, belief in improvement)

Re-design: from face-to-face to blended



Enhancement - instead of mere addition

Your reflection

*Questions also
posted in the Chat

- Which of the issues mentioned in the presentation seem particularly relevant to your specific teaching situation? (e.g. F2F-online integration, technology, social engagement)
- Do you think the blended format will be (more) widely used after the pandemic?

Blended course design template

Backward Course Design

Learning outcomes		
.....		
Assessment evidence (summative and formative)		
.....		
Teaching and Learning activities		
Time	LOs	<u>FACE-TO-FACE</u> ← F2F and ONLINE CONNECTION → <u>ONLINE</u>
Week One		Deliberate and integrated combination of face-to-face and online activities
Week Two		

1, 2, 3, etc.
Course iterations

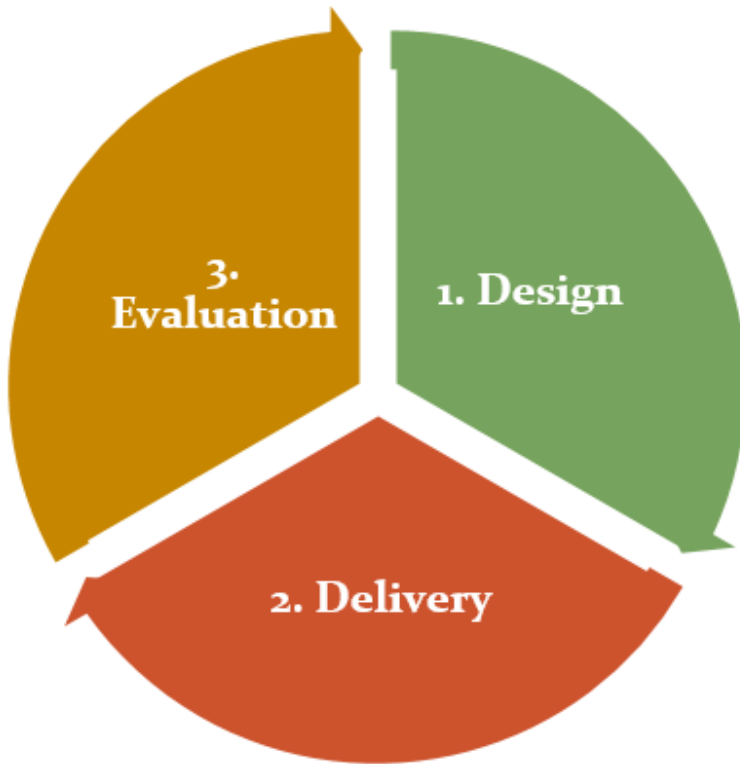
Blended course design template: a closer look

Teaching and Learning activities		
Time	LOs	<p><u>FACE-TO-FACE</u> <u>F2F and ONLINE CONNECTION</u> <u>ONLINE</u></p>
Every week	Vocabulary acquisition	<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p>Business Spanish course Foreign language activities for beginners – Reading, writing, speaking, grammar, etc.</p> </div> <div style="border: 1px solid orange; padding: 5px; width: 45%; text-align: center;"> <p>Each student selects key vocabulary from class sessions, prepares at least 2 dictionary entries following template provided, and revises and edits entries provided by other students</p> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p><u>Collaboratively-created dictionary</u> Classroom resource used for exam preparation Blackboard Wiki tool (3) <u>Weekly contribution by different groups of students</u></p> </div> </div> <div style="border: 1px solid orange; padding: 5px; width: 45%; text-align: center; margin-top: 10px;"> <p>Teacher provides weekly general feedback in class about <u>dictionary entries</u> from previous week</p> </div>



Mangrove

Beyond the foundations



Course design is an iterative process

Benchmarking frameworks for design of blended courses

- Online Learning Consortium (OLC) Quality Scorecard for Blended Learning Programmes
- European Maturity Model for Blended Education (EMBED)

Key references

Biggs. J. (2003) *Teaching for quality learning at university – what the student does*, 2nd edition, Open University Press, Buckingham

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/>

Laurillard, D. (2012) *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*, Routledge, Abingdon

European Maturity Model for Blended Education (EMBED): <https://embed.eadtu.eu/>

Quality Scorecard for Blended Learning Programmes, Online Learning Consortium: <https://onlinelearningconsortium.org/consult/olc-quality-scorecard-blended-learningprograms/>

Linder, K. A. (2017) *The Blended Course Design Workbook*, Stylus Publishing, Virginia

Wiggins, G. and McTigue, J. (2005) *Understanding by Design*, ASCD Association for Supervision and Curriculum Development, Virginia [Backward Course Design]

More resources: The Blended Learning Library – a collection of resources for blended learning:

<https://padlet.com/nurialopezfernandez/4070ulu3bk1fk59c>