

Module 9 – Blended Learning Design

Overview

This template is designed for use in a corporate training environment. It can accommodate any combination of in-person and online modules to create a blended learning course on the use of a software application in a corporate environment. This template assumes the following definition of blended learning: any course that combines and relies upon elements of both in-person and technology-based learning to achieve learning objectives.

Instructions for Use

Each section and table comes with its own set of specific instructions. To use this template, work your way through each section and complete each table per the instructions.

Instructional Elements

As you are planning the course, use the table below to plan the types of instructional elements you will need to create and use in the delivery of the course. You may want to return to this section as the course plan matures and more or different elements are needed. Check the elements you plan to use and enter a description for each.

Instructional Element	Description
<input checked="" type="checkbox"/> User Guide	The user guide will be a resource for learners to refer to during and after the in-person module. All topics and procedures covered in-person and online will be replicated in the user guide.
<input checked="" type="checkbox"/> Quick Reference Card	The quick reference card (QRC) is a highly condensed version of the user guide. By distilling the most important elements of the instruction down to two pages, learners can keep the QRC handy for on-the-go information.
<input checked="" type="checkbox"/> In-Person Modules	There will be one in-person module. After learners have completed the online modules and had time to study the user guide, the in-person module will reinforce what was learned outside the classroom. The in-person module will be an opportunity for the learner to see the processes described in the user guide and demonstrated in the online modules performed by an instructor. The learners will also be able to ask questions along the way and interact with both the instructor and their fellow learners.
<input checked="" type="checkbox"/> Online Modules (indicate media type)	There will be several online modules. The online modules will cover basic tasks and introduce concepts that will be covered in the in-person module. This way, more time can be spent in the classroom covering the more complex tasks and answering questions.
<input checked="" type="checkbox"/> eLearning	Series of short videos. Some will be task-oriented while other will be informational/concept oriented.
<input type="checkbox"/> Pre-made video/movie	
<input checked="" type="checkbox"/> Documents	User guide, quick reference card
<input type="checkbox"/> Textbook	

Instructional Strategies

Use the table below to plan the types of instructional strategies you will need to create and use in the delivery of the course. You may want to return to this section as the course plan matures and more or different strategies are needed. Use the tables in the Appendix to select the best Instructional Strategies for the course.

Check the strategies you plan to use throughout the course and enter a description for each.

Instructional Strategy	Description
<input checked="" type="checkbox"/> Absorb Activities	To accomplish the Do-type learning objectives of this course, learners will watch software demos, both online (the eLearning) and in-person (instructor-led). To accomplish the Know-type learning objectives of this course, learners will watch informational films (eLearning).
<input checked="" type="checkbox"/> Do Activities	To accomplish the Do-type learning objectives of this course, learners will perform hands-on practice during the in-person module. To accomplish the Know-type learning objectives of this course, learners will complete various quiz shows and word puzzles in the online (eLearning) modules.
<input checked="" type="checkbox"/> Connect Activities	To accomplish the Know-type learning objectives of this course, learners will cite examples of how and when they can apply the new skills to their work.
<input type="checkbox"/> Assessments	
<input type="checkbox"/> Lectures	
<input type="checkbox"/> Simulations	
<input type="checkbox"/> Papers (reflection, analysis, etc.)	
<input type="checkbox"/> Case Studies	

Course Overview

Use the table below to plan elements of the course at an overview level. If there are any prerequisites to the course, list them in the prerequisites section.

Course Element	Description
Course Title	Using the Snagit Screen Capture Tool
Course Prerequisites	To complete this course, learners must have a basic understanding and familiarity with Windows-based PCs and the working with images.
Course Learning Objective	After completing this course, learners will be able to use Snagit to capture, modify, and annotate screen captures for use in the creation online help.

Content Module

Use the table below to plan elements of the course at the module level. This section should be copied and completed for as many modules as the course requires. Be sure to indicate whether each module is to be delivered online or in-person by selecting the associated checkbox . In the Instructional Strategy section, check the strategies you plan to use within *this module* and enter a description for each. Use the tables in the Appendix to select the best Instructional Strategies for the module.

Module # 1	<input checked="" type="checkbox"/> Online	<input type="checkbox"/> In-Person	Module Title	What is Snagit?
Module Prerequisites	None			
Module Learning Objective	After completing this module, the learner will be able to define what a screen capture tool is, it's main uses, and identify Snagit as a powerful example of such a tool.			
Media Type (from below)				
<input checked="" type="checkbox"/> eLearning	This eLearning module will be an informational film created with Adobe Captivate. It will introduce Snagit as an example of a screen capture tool and provide a high-level overview of the elements of the tool. These will include the user interface, common keyboard shortcuts, and how to copy an image from Snagit to another program (i.e. Word).			
<input type="checkbox"/> Pre-made video/movie				
<input type="checkbox"/> Documents				
<input type="checkbox"/> Textbook				
Instructional Strategy	Description			
<input checked="" type="checkbox"/> Absorb Activity	To accomplish the Know-type learning objectives of this module, learners will watch the eLearning.			
<input checked="" type="checkbox"/> Do Activities	To accomplish the Know-type learning objectives of this module, learners will complete a word puzzle quiz at the end of the eLearning.			
<input type="checkbox"/> Connect Activities				
<input type="checkbox"/> Assessments				
<input type="checkbox"/> Lectures				
<input type="checkbox"/> Simulations				
<input type="checkbox"/> Papers				
<input type="checkbox"/> Case Studies				

Module # 2	<input checked="" type="checkbox"/> Online	<input type="checkbox"/> In-Person	Module Title	Snagit Setup
Module Prerequisites	Complete module 1			
Module Learning Objective	After completing this module, the learner will be able to list several Snagit setup features, such as Quick Styles, and describe why it is advantageous to use them.			
Media Type (from below)				
<input checked="" type="checkbox"/> eLearning	This eLearning module will be an informational film created with Adobe Captivate. It will define Quick Styles, explain why using them allows one-click access to the annotations and borders that will be used over and over.			
<input type="checkbox"/> Pre-made video/movie				
<input type="checkbox"/> Documents				
<input type="checkbox"/> Textbook				
Instructional Strategy	Description			
<input checked="" type="checkbox"/> Absorb Activity	To accomplish the Know-type learning objectives of this module, learners will watch the eLearning.			
<input checked="" type="checkbox"/> Do Activities	To accomplish the Know-type learning objectives of this module, learners will complete a word puzzle quiz at the end of the eLearning.			
<input type="checkbox"/> Connect Activities				
<input type="checkbox"/> Assessments				
<input type="checkbox"/> Lectures				
<input type="checkbox"/> Simulations				
<input type="checkbox"/> Papers				
<input type="checkbox"/> Case Studies				

Module # 3	<input checked="" type="checkbox"/> Online	<input type="checkbox"/> In-Person	Module Title	Choosing and Applying Borders
Module Prerequisites	Complete modules 1 and 2			
Module Learning Objective	After completing this module, the learner will be able to indicate which edges of an image should get a “torn edge” effect and which should get a “smooth edge” effect based on specific circumstances.			
Media Type (from below)				
<input checked="" type="checkbox"/> eLearning	With Snagit, the user can selectively apply a torn edge to any of the four sides of an image. This eLearning will be an informational film created with Adobe Captivate. It will introduce the reason why a torn edge is used (to indicate that the uncropped image extended in that direction). The eLearning will also walk through the five scenarios where a torn edge is required and indicate which edges should be “torn” for each scenario.			
<input type="checkbox"/> Pre-made video/movie				
<input type="checkbox"/> Documents				
<input type="checkbox"/> Textbook				
Instructional Strategy	Description			
<input checked="" type="checkbox"/> Absorb Activity	To accomplish the Know-type learning objectives of this module, learners will watch the eLearning.			
<input checked="" type="checkbox"/> Do Activities	To accomplish the Know-type learning objectives of this module, learners will complete a word puzzle quiz at the end of the eLearning. To accomplish the Decide-type learning objectives of this module, learners will complete a branching scenario quiz at the end of the eLearning.			
<input type="checkbox"/> Connect Activities				
<input type="checkbox"/> Assessments				
<input type="checkbox"/> Lectures				
<input type="checkbox"/> Simulations				
<input type="checkbox"/> Papers				
<input type="checkbox"/> Case Studies				

Module # 4	<input type="checkbox"/> Online	<input checked="" type="checkbox"/> In-Person	Module Title	Welcome to Snagit
Module Prerequisites	All of the online modules (complete modules 1, 2, and 3)			
Module Learning Objective	After completing this module, the learner will be able to use Snagit to capture, modify, and annotate screen captures for use in the creation of online help.			
Media Type (from below)				
<input type="checkbox"/> eLearning				
<input type="checkbox"/> Pre-made video/movie				
<input checked="" type="checkbox"/> Documents	User guide, PowerPoint presentation			
<input type="checkbox"/> Textbook				
Instructional Strategy	Description			
<input checked="" type="checkbox"/> Absorb Activity	To accomplish the Know-type learning objectives of this module, learners will view the slideshow in the instructor-led training. To accomplish the Do-type learning objectives of this module, learners will view live software demos in the instructor-led training.			
<input checked="" type="checkbox"/> Do Activities	To accomplish the Do-type learning objectives of this module, learners will take part in hands-on practice, applying their new skills with the support of the instructor.			
<input checked="" type="checkbox"/> Connect Activities	To accomplish the Decide, Do, and Know-type learning objectives of this module, learners will create original work documents (Snagit images) based on a series of scenarios provided by the instructor.			
<input type="checkbox"/> Assessments				
<input checked="" type="checkbox"/> Lectures	This in-person module will include some informational lecture elements.			
<input checked="" type="checkbox"/> Simulations	This in-person module will include software simulations by both the instructor and he learners.			
<input type="checkbox"/> Papers				
<input type="checkbox"/> Case Studies				

Conclusion Section

Use the table below to plan elements of the course conclusion. The conclusion is the opportunity to restate the learning objectives, as well as to provide the learner with additional information that supplements the course itself. These supplements can be links to things referenced within the course as well as external resources. For example, links to videos and eLearning, ISBNs for texts, server locations for documents, and support contact information for further guidance after the course has been completed.

Conclusion Element	Details
Course Learning Objectives	After completing this course, learners will be able to use Snagit to capture, modify, and annotate screen captures for use in the creation online help.
Module Learning Objectives	After completing the modules in this course, the learner will be able to leverage the power of Snagit to capture, modify, and annotate screen captures for use in the creation of online help.
Course Resources	Refer learners to the quick reference card, the user manual, and the eLearning. All of these will be available for review after the course is complete and once work has begun.
External Resources	Online help from the manufacturer, http://www.techsmith.com/tutorial-snagit-current.html
Contacts	For assistance, contact Jay Russo.
Course Overview Assessment	

Appendix

Absorb Activities:

These activities are informational and typically involve the learner absorbing information in a passive way. Use the table below to pick the best type of Absorb activity to match the learning objective.

Absorb activities		Types of objectives					
		Create	Decide	Do	Know	Believe	Feel
Presentation	Slide show	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
	Physical demo	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>		<input type="radio"/>	
	Software demo	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>		<input type="radio"/>	
	Informational film	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
	Discussion		<input checked="" type="radio"/>			<input type="radio"/>	<input checked="" type="radio"/>
	Story by teacher	<input type="radio"/>	<input type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Reading	Assigned docs.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		<input type="radio"/>	<input type="radio"/>
	From library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	From Internet	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field trip	Guided tour				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Virtual tour				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Online museum	<input checked="" type="radio"/>	<input type="radio"/>		<input type="radio"/>		

Figure 1: from E-Learning by Design, Horton, Ch. 2

Do Activities:

With these activities, learners take an active role in the acquisition and application of information. Use the table below to pick the best type of Do activity to match the learning objective.

Do activities		Types of objectives					
		Create	Decide	Do	Know	Believe	Feel
Practice	Drill-and-practice			●			
	Hands-on			●			
	Guided analysis		●			○	
Discovery	Virtual lab		○		○	○	
	Case study	○	○		●	●	○
Games and simulations	Quiz show	●			●		
	Word puzzle				●	○	○
	Jigsaw puzzle	●		●	●		
	Branching scenario		●	○	○	●	○
	Task simulation		●	●			
	Personal response sim		●	○		●	●
	Environmental sim	○	●			●	●
Role-playing sim	○	○	○	○	●	●	

Figure 2: from E-Learning by Design, Horton, Ch. 3

Connect Activities:

These activities bridge the gap between the learning and the real world. Use the table below to pick the best type of Connect activity to match the learning objective.

Connect activities		Types of objectives					
		Create	Decide	Do	Know	Believe	Feel
Ponder	Rhetorical question		<input type="radio"/>			<input type="radio"/>	<input type="radio"/>
	Meditation	<input type="radio"/>				<input type="radio"/>	<input checked="" type="radio"/>
	Cite-example	<input type="radio"/>			<input type="radio"/>	<input checked="" type="radio"/>	
	Evaluation		<input type="radio"/>			<input type="radio"/>	
	Summary			<input type="radio"/>	<input type="radio"/>		
	Questioning		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
	Stories by learners					<input checked="" type="radio"/>	<input checked="" type="radio"/>
Job aids	Glossaries				<input type="radio"/>		
	Calculators		<input type="radio"/>				
	E-consultant	<input type="radio"/>	<input checked="" type="radio"/>				
Re-search	Scavenger hunt	<input checked="" type="radio"/>	<input type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>	
	Guided research	<input type="radio"/>	<input checked="" type="radio"/>		<input type="radio"/>	<input checked="" type="radio"/>	
Original work	Decision		<input checked="" type="radio"/>	<input type="radio"/>			
	Work document	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		
	Journal	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Figure 3: from E-Learning by Design, Horton, Ch. 4

Assessments:

These activities help to gauge how well learners have met the learning objectives. Use the table below to pick the best type of Assessment questions to match the learning objective.

Types of learning objectives	Types of questions							
	True/false	Pick one	Pick multiple	Fill in the blanks	Matching list	Sequence	Composition	Performance
Create an X that does Y.							●	○
Decide Y.	○	●	○		○	○		●
Do procedure X to accomplish Y.						○		●
Know X about Y.		○	●	○	○			
Believe X.	○					○	○	●
Feel X about Y.	○					○	○	○

Figure 4: from E-Learning by Design, Horton, Ch. 5