

Module 8 – Blended Learning Template

Overview

This template is designed for use in a corporate training environment. It has the ability to accommodate any combination of in-person and online learning 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 type="checkbox"/> User Guide	
<input type="checkbox"/> Quick Reference Card	
<input type="checkbox"/> In-Person Modules	
<input type="checkbox"/> Online Modules (indicate media type)	
<input type="checkbox"/> eLearning	
<input type="checkbox"/> Pre-made video/movie	
<input type="checkbox"/> Documents	
<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 type="checkbox"/> Absorb Activities	
<input type="checkbox"/> Do Activities	
<input type="checkbox"/> Connect Activities	
<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	
Course Prerequisites	
Course Learning Objective	

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 #	<input type="checkbox"/> Online	<input type="checkbox"/> In-Person	Module Title
Module Prerequisites			
Module Learning Objective			
Media Type (from below)			
<input type="checkbox"/> eLearning			
<input type="checkbox"/> Pre-made video/movie			
<input type="checkbox"/> Documents			
<input type="checkbox"/> Textbook			
Instructional Strategy			
<input type="checkbox"/> Absorb Activity	Description		
<input type="checkbox"/> Do Activities			
<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			

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	
Module Learning Objectives	
Course Resources	
External Resources	
Contacts	
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