

Zaimah Khan

Betzi Bateman

INSDSG 697: Blended Learning

May 10, 2013

Module 9: Using Templates for Blended Learning Design

The template created in Module 8 was used to redesign a colleague's hybrid course and create a blended learning module.

Section I. Blackboard Design

- Revised course design included some new content areas and updates made to current content areas to meet the college's hybrid course standards as prescribed by the Technology Applications Center.

Section II. Learning Module

- Designed one week's learning module in conjunction with colleague.

Northern Virginia Community College: Hybrid Course ENF 2

Instructor: Kathleen Briggs

I. Blackboard Design

Original Course Layout:

NOVA Northern Virginia Community College

Zaimah Khan Logout

NOVA Teach My Files College Connect Research Help

Institution Course View All

Announcements

(Spring 2013) ENF 2 (005L) -

- Announcements
- Syllabus
- Schedule
- Group Activities
- Reading/Vocabulary
- Writing Assignments
- Grammar
- Contacts
- Tools
- Student Resources
- Surveys
- Discussion Board

COURSE MANAGEMENT

- Control Panel
- My Files
- Course Tools

Final Exam Schedule

Posted on: Sunday, April 21, 2013

April 23rd:
Reading Exam (Vocabulary in context)
Vocabulary Exam: Remember the words you need to know for this were the ones we used in our BINGO review!

April 26th:
Writing Exam Part 1

April 30th:
Writing Exam Part 2

May 3rd:
No Class!

May 7th:
Last Class--exams returned.
Let me know if you have any questions!

Posted by: Kathleen Briggs
Posted to: (Spring 2013) ENF 2 (005L) -

Hybrid Course Design

1. Column one: Suggested content areas for course Blackboard site.
2. Column two: States TAC requirements. Numbers in **red** at the end of the template correspond to location in the TAC checklist.
3. Column three: The black checkmarks in Status indicate areas which were **already approved by TAC** during a course review. The **red** checkmark in Status indicates areas that were updated after the review.

Note:

TAC wants instructors to have a copy of their course syllabus accessible to students prior to the start of class. It is recommended that instructors have this available either on a personal website or department website. This point from the checklist is listed under the Syllabus content area in Column one.

Blackboard Design	TAC Hybrid Course Checklist	Status
	The instructor sends students an email at the beginning of the class letting them know where to go and how to access the course (21) .	✓
	Navigation throughout the course is logical, consistent, and easy to follow. *QM (24)	✓
	The course ensures screen readability. *QM (52)	✓
Announcements	A welcome announcement is posted on the opening page of the course. Instructions there clearly indicate how the student should get started (22) .	✓
	Information regarding technical support is clearly communicated to the students. *QM (46)	✓
Start Here	An orientation is included to familiarize the students with course components and their location in the course (23) .	✓
	Minimum technical skills expected of students are clearly stated. *QM Which can include the following basic computer skills, internet research skills, any computer program requirements (26) .	✓
	Students are asked to introduce themselves to the class either online or during the 1st face to face course session. *QM (32)	✓
	Students have ready access to the required technologies for the course (44) .	✓
	Instructions on accessing and using the technologies in the course are sufficient and easy to understand (45) .	✓
	Links to tutorials for using the required course technology are available (47) .	✓

Syllabus	The course syllabus is easily accessible in the online course itself (2).	✓
	Course syllabus contains course number and title (3).	✓
	Course syllabus contains objectives that students are expected to achieve upon successful completion of the course. These must be consistent with the objectives in the course content summary (6).	✓
	Course syllabus contains prerequisites and level of preparation expected to succeed in course (7).	✓
	Course syllabus contains description of how the course is going to be conducted (this is typically a proposed schedule of class meetings). Topics must be consistent with those described in the course content summary (8).	✓
	Course syllabus contains student responsibilities, including required textbook(s), assignments, and other requirements of the course (9).	✓
	The course syllabus includes the attendance Guideline for the course (see Section 4.300), including the minimum number of times the student is required to log into the course each week (11).	✓
	The course syllabus states minimal technical requirements for the course which should include Internet access and access to Blackboard (15).	✓
	The course syllabus lists important dates for the semester (17).	✓
	The course syllabus contains a list of the assignments with clear instructions on where they are located and when they are due(18).	✓
	The course syllabus details policies for makeup and late work (20).	✓
	REQUIRED: In a hybrid course the division of the face-to-face and online portions is clearly defined. *QM (25)	✓
	Semester-specific course data are correct (30)	✓
	Etiquette expectations for online discussions, emails, and other forms of communication are clearly stated. *QM (31)	✓
	The course learning outcomes are clearly stated and are measurable. *QM (33)	✓
	The learning outcomes are stated from the student's perspective.*QM (34)	✓
The students are given clear and adequate instructions on how they can meet the learning outcomes. *QM (35)	✓	
RECOMMENDED: The course syllabus includes Emergency Preparedness information for the campus.		
Instructor Information		
Course syllabus contains instructor's name, college phone number, e-mail address, and office hours (4).	✓	
The course syllabus includes the instructor's policy for communicating with students that states the turn-around time for preferred communication method either email or phone responses (14).	✓	
RECOMMENDED: A self-introduction by the instructor is appropriate and available online. *QM	✓	
Etiquette expectations for online discussions, emails, and other forms of communication are clearly stated. *QM	✓	
Course Grades		
Course syllabus contains statement of how grades will be determined (10).	✓	
The course syllabus includes the college's honesty policy statement (13).	✓	

	The course syllabus includes a clear statement of the instructor's grading policy (16).	✓
	The course syllabus describes the assessments that will be used in the course (19).	✓
	The grading policy is stated clearly in the course and/or course outline (39).	✓
	Specific descriptive criteria are provided for evaluating student work and postings. *QM (40)	✓
	The assessment instruments are varied and appropriate. *QM (41)	✓
	The instructor clearly states the time required before grades will be posted on the assignments (42).	✓
College Resources and Information		
	The course syllabus includes the college's disability policy statement. Links are provided to the college web pages dealing with accessibility and how to obtain accommodations for disabilities (12).	✓
	Tutoring information is available for students to access in the course (48).	✓
	Library information is available for students to access in the course if the library is being used for course resources (49).	✓
	The course incorporates ADA Guidelines and conforms to the college policy on accessibility. The college policy is stated in the course outline. *QM (50)	✓
<i>The Learning Modules section could also be the Weekly Assignments section, or the assignments/learning materials can be grouped into separate content areas. The information listed here applies to each module or week's assignment.</i>		
Learning Modules	Intuitive labels are used on hyperlinks rather than generic labels such as "click here." *QM (27)	✓
	The links and course media function properly (28).	✓
	Interactive technologies work correctly (29).	✓
	The learning activities foster interaction between the student and the course materials (36).	✓
	The learning activities foster interaction between the instructor and the student and, if appropriate, between students. *QM (37)	✓
	The instructions and due dates for the learning activities are clearly stated (38).	✓
	All materials and resources used in the course are appropriately cited. *QM (44)	✓
	Course pages have links that are self-describing and meaningful.*QM (51)	✓
	There is evidence of a course evaluation plan being built into the course that will collect student feedback (53).	✓
	RECOMMENDED: Practice assignments are provided with timely feedback. *QM	

Revised Course Layout:

The screenshot shows the Blackboard interface for a course at Northern Virginia Community College. The header includes the NOVA logo and the user's name, Zaimah Khan, with a Logout option. The navigation bar contains links for NOVA, Teach, My Files, College Connect, Research, and Help. The course title is (Spring 2013) ENF 2 (005L). The left-hand menu lists various course components: Announcements, Start Here, Syllabus, Schedule, Instructor Information, Group Activities, Reading/Vocabulary, Writing Assignments, Grammar, Contacts, Communication, Web Links, Tools, Tools, Student Resources, Surveys, and Discussion Board. The main content area is titled 'Start Here' and contains two sections: 'Blackboard Organization' and 'Technical Access'. The 'Blackboard Organization' section explains that the left-hand menu guides users on how to access information in the course. The 'Technical Access' section states that regular access to a computer and internet is required for the Hybrid course, and that users will need their NOVA Blackboard and email login information to access course information and stay informed about the course. It also mentions that users will complete exercises through the Townsend Press Learning Center and will need to register for that using their NOVA email.

In the Left-hand menu changes made:

1. Added **Start Here** section
2. Added **Instructor Information** section
3. **Updated:** Announcements, Syllabus, Schedule, Student Resources, Schedule, Discussion Board and Communication sections to meet TAC requirements as defined in the checklist.

II. Learning Module

- The course designed would be considered an enhancing blended instruction model as defined by Charles Graham in The Handbook of Blended Learning. Though there is use of technology and a shift in pedagogy with a somewhat flipped classroom model, i.e. more application activities are done in class and lecture content and information is done independently outside of face to face time, there is not a radical departure from pedagogy. This is a developmental English course and so it relies more on instructor led techniques.
- The learning modules are designed as such that online presentations or independent offline activities like reading are done in order to prepare for the in class time. What is listed separately as homework, is just the next week's set of online/independent activities. NVCC requires homework to be listed separately since the online activities should equate in person class time i.e. that there is a face to face class, then an online (asynchronous online activities) class and then homework. Thus the homework, is a combination of activities that are application of in-class instruction, online activities (like reviewing presentations), reflections and other such activities that prepare the student for the next week's class.
- The learning modules are designed with the idea of pre-class activities which prepare for the face to face portion and primarily these are listed in the online section of the template. Then there is the in class instruction. The homework which is post class activities is a combination of online and offline activities.
- Since in this type of blended learning or hybrid instruction, the instructor does get to see students on a weekly basis there is an opportunity for activities to carry forward from class to online and vice versa. As an example during the first class the instructor does in person student introductions. In the designed module which covers the second week of classes, one of the introductory activities continues through to the online portion of the second week.

ENF2. Kathy Briggs

Week 2 Assignments

<p>Dates: January 22nd - January 28</p>	<p>Topics: Reading Skills and Vocabulary Objectives: 1. Demonstrate the use of pre-reading, reading, and post-reading skills with college-level texts 2. Expand vocabulary by using various methods</p>	
<p style="text-align: center;">Online (Pre-Class)</p>	<p style="text-align: center;">In Class (f2f)</p>	<p style="text-align: center;">Homework (Post Class)</p>
<ul style="list-style-type: none"> i. Discussion: Complete your student introductions based on last week’s in class activity. ii. Journal: Summarize in your journal your understanding of last week’s in class activities. Include any questions you may have. iii. Presentations: Review the powerpoint for “Being an Active Reader” and for “Vocabulary in Context” 	<ul style="list-style-type: none"> i. Instructor: Address common issues and questions from journal entries. <ul style="list-style-type: none"> a. Review Vocabulary strategies and practice exercises. ii. Pair Work: Review Tests 1-3 for Vocabulary iii. Instructor: Review pre-reading, during reading strategies, and post-reading strategies. iv. Apply pre-reading strategies in whole class for “Night Watch” Review Test 4. v. Students begin reading “Night Watch” and apply during reading strategies 	<ul style="list-style-type: none"> i. Students finish reading “Night Watch” and apply post reading strategies. Complete exercises that follow and compare answers posted on Blackboard. ii. Summarize reading Night Watch iii. Review information for first group project beginning next week. iv. Read chapter 4 “Inferences” v. Read section on “Paragraph Development” page 39-42
<p>Informal Assessment</p> <ul style="list-style-type: none"> i. Journal entry for comprehension. 	<p>Informal Assessment</p> <ul style="list-style-type: none"> i. Class discussion ii. Pair work <p>Formal Assessment</p> <ul style="list-style-type: none"> i. Vocabulary review tests 	