

Blended Learning Design Plan

Course	Facilitated Learning	ID	9		
Module Num	5	Part	1	Beginning Format	Face-to-Face
Title	Module 5: The Function of Content	Lead Facilitator	Ruth Ronan		
Start Date	4/27/2013	End Date	5/4/2013		
Description	The focus of this two-part module will be on examining the characteristics of well-balanced course and lesson design.				
Instructor Notes	This module begins on a Saturday with an instructor-led 4-hour face-to-face session (Part 1), followed by a full-online LMS asynchronous component (Part 2) for the remainder of the week.				

MEETING INFORMATION


Room	3-529	Rm Type	Computer & Projector		
Start Time	9:00:00 AM	End Time	1:00:00 PM	Length in Hrs	4
No Meals	<input type="checkbox"/>	Dinner	<input type="checkbox"/>		
Breakfast	<input checked="" type="checkbox"/>	Treats	<input type="checkbox"/>		
Lunch	<input type="checkbox"/>				

Instructions	<ul style="list-style-type: none">• Participants are asked to bring laptops.• Schedule caterer delivery for 8:30am.
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OBJECTIVES

Objective 1	After completing this module, the participant will be able to analyze a course design case study.
Objective 2	After completing this module, the participant will be able to apply integrated course design.
Objective 3	The participant will be able to submit a preliminary capstone project description using the worksheet, after completing this module.
Objective 4	

Topics	<ol style="list-style-type: none">1. Purpose of instructional content2. Integrated course design3. Capstone project brainstorming
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Module Attachments	
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LAST MODULE ASSIGNMENTS

Pre Readings	Book: M. Weimer, <i>Learner-Centered Teaching: Five Key Changes to Practice</i> <ol style="list-style-type: none">1. Weimer, Chapter 3 - The Role of the Teacher2. Weimer, Chapter 4 - The Balance of Power
Pre Assgmts	<ol style="list-style-type: none">1. By next Wednesday – Module 4 initial post2. By next Friday respond to your own initial journal entry3. For next Saturday's face-to-face session, please create a Google Drive account if you don't already have one.

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Face-to-Face Component

TECHNOLOGY TOOLS

PowerPt	<input checked="" type="checkbox"/>	PPT Attached. Eno boards with stylus will be applied to write on slides where appropriate and capture images to post on the Moodle LMS.
Video	<input checked="" type="checkbox"/>	"What's Wrong with This Picture?" Xtranormal video created by Ruth Ronan and embedded in PowerPoint.
Video Link		<input type="text" value="http://youtu.be/VhBCE8a29hY"/>
Media	<input checked="" type="checkbox"/>	"Facilitated Teaching" VoiceThread created by Ruth Ronan and embedded in PowerPoint. Google Drive.
Media Link		<input type="text" value="https://voicethread.com/share/4465137/"/>

INSTRUCTIONAL MATERIALS

Print Handouts	<input checked="" type="checkbox"/>	Printing Instructions	Slide Handouts, Capstone Planning Worksheet with Rubric, Capstone Template
Visual Aids			<input type="text"/>
LMS Links			Links to Google Drive documents used in Jigsaw activity.

MOTIVATIONAL STRATEGIES

Attention	<ul style="list-style-type: none">The VoiceThread participants contributed to in the previous online assignment will be used to begin the lesson discussions.
Relevance	<ul style="list-style-type: none">Participants use examples of their own instructional design practices throughout the module.The Jigsaw activity calls attention to the risks of having the Boston University National Emerging Diseases Laboratories in the Roxbury community.
Confidence	<ul style="list-style-type: none">Hands-on training will be provided to walk participants through the part of the session involving the use of Google Drive.
Satisfaction	<ul style="list-style-type: none">Examples provided of problem situations have a comedic twist which will make for a relaxed atmosphere.Collaboration to complete activities will provide a sense of accomplishment.

INSTRUCTIONAL STRATEGIES

Activities	<ol style="list-style-type: none">VoiceThread Review - This activity introduced in slide 4 of the presentation links to VoiceThread to review what participants previously stated about Weimer's third principle to guide "Facilitated Teaching."Key Components of Personal Design - In this activity, a list of key components faculty apply to current design practices is created on slide 5 using the Eno stylus to write responses and capture the image of the slide for posting on the LMS.Fictional Case Study - This activity requires participants to consider their previously created collaborative list as they watch a fictional case study of a problem course. This is followed by discussion prompts asking participants to identify key design components such as objectives, assessment strategies, and instructional strategies and to determine what changes might be made to align the problem course.Jigsaw Activity - This is a 2 hour activity, where participants will work in 4 teams of 3 people. Each team will be assigned one design focus component, based on L. Dee Fink's "Integrated
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	Course Design" model. Each team will work independently to complete a worksheet on Google Drive. All the teams will share their worksheets then come together to discuss and negotiate what changes need to be made to ensure the course is aligned.
Assessments	Formative assessment will be provided for the Jigsaw instructional design activity during and after session both verbally and in writing. Worksheets completed by teams will be reviewed with feedback to the group using the Google Drive commenting tools as well as a post in the Moodle LMS. The planned outcome for this activity is an integrated design plan for a fictional workshop calling for all RCC faculty to provide Pandemic Survival Training to thousands of applicants from the Boston area hoping to prevent Sweating Sickness (an epidemic last seen in England in 1578).
Readings	Provided in LMS component.
Assingments	Provided in LMS component.

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Moodle LMS Component

Part

TECHNOLOGY TOOLS

- PowerPt
- Video
- Media

INSTRUCTIONAL MATERIALS

- LMS Printing
- Printables Instructions

Completed document will be submitted for feedback via LMS.

LMS Links

MOTIVATIONAL STRATEGIES

- Attention
- Relevance
- Confidence
- Satisfaction

INSTRUCTIONAL STRATEGIES

- Activities
- Assessments
- Readings
- Assingments