

Course Design Strategies for Blended Teaching (or Learning)

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PEDAGOGY

Blended teaching often refers to courses where a portion of the seat-time is replaced with out-of-class or technology-facilitated learning.

PURPOSE

When considering reducing face-to-face class time, that which cannot be done well out-of-class using instructional technologies becomes the emphasis for the face-to-face class sessions.

PROCEDURES

1. Start with measurable learning objectives and course materials.
2. Plan, chronologically, the learning units: course materials, learning activities and assessments.
3. Explore, identify, refine and clarify the use of instructional technologies for out-of-class learning, assessments and homework.
4. Consider the best use of face-to-face time. What might students struggle with that could be addressed in person? Can

group work facilitate greater collaboration in learning?
Can all learning objectives be accomplished by weaving together the in-class and out-of-class elements?

5. Evaluate and review the course design before, during and after teaching to determine whether students are accomplishing the learning objectives.

CONSIDERATIONS

- » This “reversed” course design (considering use of instructional technologies before deciding on face-to-face class session planning) is less intuitive.
- » Those who prefer less use of technology will not be inclined to consider it before the in-class experience.



INTERMEDIATE



<http://www.nwacco.org/card/>

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