Similarities and Differences Between Traditional and Blended Courses

Similarities	Differences

Pedagogical and Andragogical Principles

Pedagogical Principles	My Class	Andragogical Principles	My Class
Learners learn what the teacher tells them they need to know		Learners need to know why information is important to learn; educators need to make this evident	
Learning is the primary responsibility of the teacher		Learning is the primary responsibility of the learner	
Transferring information is the most frequently used method of teaching, and learner experience is minimized		Drawing on the individual's personal experience and relating that experience to information from the discipline is the most frequently used method of teaching	

From *The Blended Course Design Workbook: A Practical Guide*, by K. E. Linder, 2017, p. 18.
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Pedagogical and Andragogical Principles

Readiness to learn course content is determined by the teacher and uniformly applies to the entire class		Applying scaffolding techniques, such as group interaction, simulation, and cases analysis, is frequently used to enhance each individual's readiness to learn	
Content to be learned is determined by the logic of the discipline		Information is best learned when applied to real-life situations that are relevant to the learner	
External motivators (grades, monetary rewards) are considered primary motivators of learning		Intrinsic motivators (self-esteem, need to achieve) are more important than extrinsic motivators	

From *The Blended Course Design Workbook: A Practical Guide*, by K. E. Linder, 2017, p. 18.
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Your Course Goals and Learning Objectives

Course:_____

Course Goal	Learning Objective(s)
1)	
2)	
3)	
4)	

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Your Course Goals and Learning Objectives

5)	
6)	
7)	
8)	

Template for Transitioning Traditional Assignments to a Blended Format

Bloom's Taxonomy	Face-to-Face (Traditional)	Blended
Knowledge		
Comprehension		
Application		
Analysis		
Synthesis		
Evaluation		

Assignment Mapping Template

Learning Objective to be Assessed	Traditional Face-to-Face Assignment/ Assessment	Percentage/ Weight	Online Assignment/ Assessment	Percentage/ Weight

From *The Blended Course Design Workbook: A Practical Guide*, by K. E. Linder, 2017, p. 42.
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Template to Map Online and Face-to-Face Formative and Summative Assessments

Week	In-Class		Online	
	Formative	**Summative**	**Formative**	**Summative**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

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Blended Course Assessment Checklist

	Yes	No	Comments
Is each one of my learning objectives measurable via some activity or assessment?	☐	☐	
Is each learning objective aligned with an activity/assignment/assessment that will assess my students' progress toward meeting this objective?	☐	☐	
Do I have a mix of individual and collaborative activities/assignments/assessments?	☐	☐	
Do I have a range of both online and traditional activities each week to develop my students' understanding of weekly course content?	☐	☐	
Do I have different kinds of online and traditional activities that develop my students' understanding of the course content?	☐	☐	
Do I have clear instructions for each activity explaining what I want students to do?	☐	☐	
Do I provide clear grading rubrics to guide my students' completion of the activity?	☐	☐	
Do I provide clear instructions for where students will find the online activities?	☐	☐	
Is there clear evidence of continual methods of assessment that are aligned with my learning objectives and that provide my students with informed feedback about their learning?	☐	☐	

Mapping Course Goals and Assessments

Course Goal	In-class activities	Formal assignments	Exams or tests	Online components	Formative assessments

From *The Blended Course Design Workbook: A Practical Guide*, by K. E. Linder, 2017, p. 44.
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Previously Used Methods of Direct Instruction and Guided Inquiry

Direct Instruction (primarily instructor-led learning where students depend on the instructor for information or instructions to move forward)	Guided Inquiry (primarily student-led learning where students autonomously explore course materials with only minimal instructions or direction from the instructor)

Blended Course Learning Activities Checklist

	Yes	No	Comments
Is there a particular reason to move this particular face-to-face learning activity online?	☐	☐	
Is there a limitation to this face-to-face learning activity that would be fixed by moving it online?	☐	☐	
Are there certain components of this learning activity that would benefit from being placed online?	☐	☐	
Will moving this learning activity online save additional class time for other important learning activities?	☐	☐	
Will moving this face-to-face activity online improve the learning experience for my students?	☐	☐	
Is it possible for me to transition this learning activity online and maintain the student learning experience of the original face-to-face version?	☐	☐	
Do I have the resources and/or tools to place this learning activity online? (See Chapter 7 for more information about specific online tools for your blended course)	☐	☐	
Can my students complete this learning activity independently or with minimal support if it is placed online?	☐	☐	
Will my students have the resources or skills to complete this learning activity independently or within minimal support if it is placed online?	☐	☐	

Categorizing Learning Activities as Face-to-Face, Online, or Both

Face-to-Face	Online	Both Face-to-Face and Online

Example Template for Aligned Blended Course Mapping

Week & Topic	Goal (F2F & Online)	Objectives (F2F & Online)	Direct Instruction Learning Activities (F2F & Online)	Guided Inquiry Learning Activities (F2F & Online)	Social Presence Learning Activities (F2F & Online)	Assessment (F2F & Online)	Meta-Cognition/ Reflection (F2F & Online)

Example Template for Weekly Course Mapping

Week _____

Learning Objectives	Online Modules	Online Checkpoints (Assessments)
	F2F Activities	**F2F Checkpoints (Assessments)**
Notes on Content:		

Choosing LMS Tools Checklist

	Yes	No	Comments
Does the LMS tool fit with my learning objectives for the course?	☐	☐	
Does the LMS tool promote active learning?	☐	☐	
Does the LMS tool help me to assess my students' learning?	☐	☐	
Is the LMS tool accessible for all students?	☐	☐	
Is the LMS tool easy for students to find and navigate?	☐	☐	
Does the LMS tool include clear instructions for students (if applicable)?	☐	☐	
Do I need to create any supplemental materials to help students learn through this LMS tool?	☐	☐	
Would this LMS tool work better if paired with another LMS tool or online resource?	☐	☐	
Is this the best LMS tool I can find to help my students learn this material?	☐	☐	

Template for Mapping Content and Documents

Area: _____

Folders	Documents/Learning Modules/Tool Links
📂	📄
	📄
📂	📄
	📄

Area: _____

Folders	Documents/Learning Modules/Tool Links
📂	📄
	📄
📂	📄
	📄

Area: _____

Folders	Documents/Learning Modules/Tool Links
📂	📄
	📄
📂	📄
	📄

Potential Benefits and Challenges of Online Resources

Resource	Potential Benefits	Potential Challenges

Choosing Online Materials Checklist

	Yes	No	Comments
Does the online resource fit with my learning objectives for the week?	☐	☐	
Does the online resource promote active learning?	☐	☐	
Does the online resource help me to assess my students' learning?	☐	☐	
Is the online resource accessible for all students?	☐	☐	
Is the online resource easy for students to find and navigate?	☐	☐	
Does the online resource include clear instructions for students (if applicable)?	☐	☐	
Do I need to create any supplemental materials to help students learn through this online resource?	☐	☐	
Would this online resource work better if paired with another online resource?	☐	☐	
Is this the best online resource I can find to help my students learn this material?	☐	☐	

Multimedia Creation Template

Goal (to state at the beginning of the multimedia resource):

Outline (talking points to refer to when recording):

- _____

- _____

- _____

- _____

- _____

- _____

Active learning methods (accompanying worksheets or activities):	**Supplemental resources** (associated readings, websites, images, or other materials to contextualize the multimedia presentation):

Self-assessment activity (quiz, discussion board posting, problem-set, or other follow-up activity to gauge students' understanding of the multimedia resource):

Choosing Apps and Social Media Checklist

	Yes	No	Comments
Does the app or social media platform fit with my learning objectives for the course?	☐	☐	
Does the app or social media platform promote active learning?	☐	☐	
Does the app or social media platform help me to assess my students' learning?	☐	☐	
Is the app or social media platform accessible for all students?	☐	☐	
Is the app or social media platform easy for students to find and navigate?	☐	☐	
Does the app or social media platform include clear instructions for students?	☐	☐	
Do I need to create any supplemental materials to help students learn through this app or social media platform?	☐	☐	
Would this app or social media platform work better if paired with another online resource?	☐	☐	
Is this the best app or social media platform I can find to help my students learn this material?	☐	☐	

Video Chronology Template

0:00–0:30	
0:30–1:00	
1:00–1:30	
1:30–2:00	
2:00–2:30	
2:30–3:00	
3:00–3:30	
3:30–4:00	
4:00–4:30	
4:30–5:00	

Weekly Course Design Task List

Chapter	Topic	Course Design Steps	In Your LMS Sandbox
1	Fundamentals of Blended Teaching and Learning	□ Based on what you have read in this chapter, use Table 1.2 to reflect on the similarities and differences between traditional courses you have taught and what you envision for your blended course □ Complete an interview with an experienced blended course instructor to see what advice they can offer as you begin the blended course design process □ Explore the pedagogical and andragogical principles in your own teaching using Table 1.3 □ If you will be redesigning a previously taught course, gather all of your course materials in one place (physically or digitally) for easy reference	□ Establish an LMS "sandbox" space to work in through your institution's academic computing or instructional design office
2	Writing Course Goals and Learning Objectives	□ Find a copy of your department's program goals and/or discuss the alignment of the program goals and your course with your department chair □ Brainstorm the essential questions for your course □ Decide whether your course will have technology-specific learning objectives □ Complete an initial draft of your course goals and learning objectives	□ Think about how and where you plan to communicate your course goals and learning objectives to students in your LMS sandbox
3	Assessing Student Learning in Your Blended Course	□ Using the reflection questions in the chapter, consider which assessments will best measure student learning in your blended course	□ Build an assignment in your LMS sandbox (there may be a special tool for this) □ Find out if your LMS has a rubric tool and decide whether you plan to use it within your

		□ Using Table 3.3, decide which of your assignments will be fully online, fully in-class, or a mix of both online and in-class components □ Map the major assignments for your course using Table 3.4 □ Complete Table 3.5 to map out your formative and summative assessments in a weekly schedule □ Apply the checklist in Table 3.6 to your course assessment plan □ Review the overall assessment plan and how it relates to your course goals using Table 3.7 □ Create the assignments and assessments from Table 3.4 and Table 3.5 □ Create rubrics, as appropriate, for your assignments using the tools and templates provided	course □ Begin to explore the Grade Book function included in your LMS and find out if there are training opportunities or online resources to learn how to use this tool
4	Online Assessment Tools	□ Decide whether you plan to use online assessment tools within your course □ For any online assessment tools you choose to use, create a troubleshooting guide for students □ Think about how you will talk with students about your expectations for online assessments to ensure students will understand what constitutes cheating or academic dishonesty □ Consider whether and how you will collect feedback from students regarding their perceptions of what cheating means in an online environment	□ If you plan to use specific online assessment tools, contact your academic computing office to explore how the tools can be integrated within your LMS □ In your sandbox, set up the online assessment tools so that you can test the tools to ensure they are working as you intend □ Post any troubleshooting guides that you create for students in your LMS sandbox □ If you decide to collect feedback from students using an online survey, create that survey in your LMS sandbox

		□ Review the activities from Chapter 3 and add in any additional notes based on what you have learned from Chapter 4	
5	Designing Effective Learning Activities	□ Use Table 5.3 to list the direct instruction and guided inquiry activities you have previously used □ Answer the reflective questions provided throughout the chapter to identify additional learning activities to include in your course □ Use the "Blended Course Learning Activities Checklist" and Table 5.5 to categorize your learning activities as face-to-face, online, or both	□ Create a list of the online learning activities you have identified in this chapter that will need to be incorporated into your LMS sandbox (this list can be reviewed when you read Chapter 7)
6	Mapping Your Blended Course	□ Locate all holidays, exams, and other important dates and count the weeks and course days available in the term that you will be teaching your blended course □ Begin to fill out the blended course map template in Table 6.3 with the elements of your course that you have already planned and keep the course map handy for when you need to add additional components after completing future workbook chapters □ Complete the reflective questions to consider while course mapping to help self-assess the course map as you create it □ Consider which elements of your course map you might want to include in your syllabus schedule (this will help you prepare for Chapter	□ Find out if your LMS has a calendar tool and decide whether you plan to use it within your course to help students remember due dates and deadlines □ Wait until your course map is complete and solidified before building your LMS site structure; it may be difficult to make changes throughout the site later on if you move assignments to another week or re-arrange learning objectives

		12)	
7	Getting to Know Your Learning Management System	□ Choose which LMS components you plan to include in your blended course □ Use Table 7.6 to map out the content areas for your LMS site □ Find out if there are best practice design resources for your LMS; these resources might be institution-specific or through your LMS provider □ Review the work you have completed for previous chapters to see what might pertain to what you have learned in this chapter regarding your LMS	□ Decide the structure for your LMS navigation menu □ Based on the map you created in Table 7.6, begin to create the content areas for your blended course on the LMS site □ Explore the aesthetic choices available within your LMS including text color, "theme" options, and icon possibilities □ Review the work you have completed for previous chapters to see what you can add into your LMS site given what you have learned in this chapter
8	Creating Social Presence in Your Blended Course	□ Add to your blended course map (started in Chapter 6) with the components of social presence that you plan to include in the course each week □ Establish expectations for yourself about the frequency of communications you plan to have with students using online tools □ Consider how to manage student expectations of your online social presence; is this something that you will discuss with them face-to-face or include in your syllabus?	□ Add separate feedback discussion boards in your LMS to collect student questions about technology and content □ Add a discussion board in your LMS for students to introduce themselves to one another □ Create a space for students to have "off-topic" conversations
9	Finding Resources Online	□ Explore the publisher resources available for your course to see if there are any that might be appropriate to include □ Complete the "Online	□ Explore the tools available in your LMS for creating "Learning Modules," a tool that can offer a helpful structure for organizing different pieces of course

		Resources Scavenger Hunt" included in this chapter to find already-existing multimedia that relates to your course content □ Use Table 9.1 to develop a potential list of Open Educational Resources that might be appropriate to include in your course □ Assess the list you create in Table 9.1 using the checklist in Table 9.2 □ Schedule an appointment with your disability services office to ensure that any OERs that you choose for your course are accessible for all students	content including OERs □ If appropriate for your course, create a Learning Module on a topic of your choice using the tool in your LMS □ Using the list you created in Table 9.1 and that you assessed with Table 9.2, begin integrating OERs, library materials, or publisher resources that are most appropriate for your course into your LMS
10	Creating Multimedia Resources	□ Outline and record a short lecture video for your course using the template provided to see if video lectures might be a component you want to include in your course □ Check to see what campus resources you have available to you to ensure the best production quality for your multimedia resources □ Ask around to see if colleagues in your department have created multimedia resources; what campus or online resources did they find to be the most helpful?	□ Explore the different technologies available at your institution for video creation and lecture capture □ Choose a technology platform for creating videos in your blended course □ Create a lecture video and post within your LMS sandbox □ Create and post supplementary resources for video lectures or podcasts so that your students can actively engage with the multimedia resources (see Chapter 5 for more on designing effective learning activities)
11	Mobile Devices, Apps, and Social Media	□ Identify learning objectives where mobile devices or social media could enhance the learner experience □ Using Table 11.1, decide if you will be using any apps or social media in your blended course □ If you will be using apps or	□ If you will be using apps or social media in your course, add links to these components to your LMS sandbox □ Consider making a tutorial video for the app or social media platform that you choose to integrate into your course and adding this tutorial

		social media in your course, add descriptions or instructions about these components to your course syllabus	to your LMS sandbox
12	The Blended Course Syllabus	□ Choose the components that you will include in your blended course syllabus and make a note of any modifications that might need to be made because of the blended modality □ Check to see if your campus has a syllabus template that is recommended for traditional, blended, or online courses □ Ask around to see if there are other instructors of blended courses who might be willing to share an example of their syllabus with you □ Begin drafting your blended course syllabus, adding in components that you have already designed from previous workbook activities □ Gather campus-specific resources and support structures to include in your syllabus (for example, the help desk number for LMS-related questions)	□ Create a space for your course syllabus in your LMS sandbox navigation menu □ Upload your completed syllabus to your LMS site □ If you plan to have students complete a syllabus quiz, design the quiz in your LMS and place a link to the quiz in the same content area that you post the syllabus
13	Preparing Your Students for Success	□ Complete the "What Do Students Know About Blended Learning?" guiding questions in this chapter □ Decide the various check points you want to include in your course to assess student success in the blended environment and add these to your course map □ Draft a welcome email to your students	□ Design and post a welcome video to your LMS sandbox □ Post a welcome announcement that involves a technology literacy training element □ Create tutorials, either video or text-based, for the most frequently used online components of your course to share with students on or before the first day of class

| 13 | Ready to Launch | ☐ Complete the "Implementation Checklist" to self-assess your course design progress
 ☐ Complete the "Checklist for Best Practices for Ensuring Accessibility in Blended Courses" to self-assess the accessibility of your blended course components
 ☐ Celebrate! You've worked hard to design this blended course! | ☐ Check all links and components of your LMS sandbox to ensure they are functional
 ☐ Consider having a student enroll in the LMS sandbox to explore the online environment and offer feedback before the official launch of the course |