INSDSG-697: Special Topics - Syllabus- Designing Blended Learning Environments | Spring 2013

University of Massachusetts Boston
University College
Instructional Design Graduate Program

Instructor Information

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Office Hours: Thursdays, 3-6pm (in person or via Wimba); or, by appointment. Please refer to the Course Communication guidelines on the Course Information page in Blackboard Learn to find out the best way to contact your instructor.

Note: As a student at UMass Boston, you are required to either check or forward your UMB-issues student email address. If you need help with forwarding your email account, please refer to the article below:
http://howto.wikispaces.umb.edu/Forward+Student+UMB+Email+to+Personal+Account

Course Information

Course Title: Designing Blended Learning Environments

Prerequisites: INSDSG 601, or permission of the instructor

Prerequisite Skills: Familiarity with at least one Instructional Design model

Course Description: With blended learning, educators seek to maximize learning benefits by making the best use of traditional and technology-supported strategies. The focus of this course is on defining different types of blends and evaluating the evidence from the literature in the field regarding the efficacy of different types of blends. A "theory-to-practice-in-context" model will enable students in the class to design a blended unit of instruction for adult learners. Elective course.

Technical Requirements: Students should practice daily use of a Windows or Macintosh computer and be able to use computer-mediated communication tools (email, threaded discussion, synchronous chat, blogs, social networking, etc.) though it is not necessary to have advanced knowledge of all of these tools.

Required Text(s): None. Course readings will be provided via the Learning Management System and/or a class wiki.

Course Goals: By fully participating in this course, you should be able to:
1. Critically evaluate the usefulness of different definitions of blended learning
2. Summarize blended learning effective practices based on literature in the field
4. Design a blended unit of instruction
5. Justify a blended instructional design approach

Course Questions: Instructional Design is, in part, a way for educators to make informed decisions about what and how to teach. In this course, the following questions will be addressed in the context of blended learning:

- How do we define blended learning? Hybrid learning?
- What does it mean to blend at the institutional/organizational, program, course, unit, and lesson levels?
- Why would we ever make learners come to an in person program or classroom?
- What modality(ies) work best for direct instruction? For indirect instruction? For collaboration? How do we know this?
- How do we plan blended learning environments that are *equivalent* to online and traditional environments?
- How can the same learning outcomes be reached in different delivery methods?
- How can we support others in designing blended learning environments?

Course Units and Modules:

Unit I: Background on Blended Learning Environments
Module 1: Defining Blended Learning
Module 2: Blending in Different Sectors
Module 3: Blending at Different Levels
Module 4: Research on Blended Learning

Unit II: Blended Learning Tools
Module 5: The LMS and Blended Learning
Module 6: Tools Outside the LMS
Module 7: Multimedia Production Tools

Unit III: Instructional Design of Blended Learning
Module 8: Creating Templates for Blended Learning Design
Module 9: Using Templates for Blended Learning Design

Methods of Instruction

This course will be delivered in an online format via the UMass Boston Learning Management System Blackboard Learn, and Wikispaces. Class discussion, wiki assignments, and a reflective learning journal will be the activities you will complete to show me the extent of which you have achieved the learning objectives of the course. Recorded mini-lectures, course readings, and websites will comprise the didactic materials in the course.

Course Schedule

All Modules, including the pre-instruction module will begin on a Monday and end on Sunday evening. All Module requirements are due by **11:59 PM on the last Sunday of that Module** (Modules 8 and 9 span more than one week).

Week	Module	Objectives (What you will be able to do)	Activities (How you will show me that you are able to do it)	Dates
1	Pre-instruction Module	• Meet your classmates • Get acquainted with the course	• Pre-class Survey • Class introductions discussion • Syllabus review discussion • Journal	February 4 - 10
2	Module 1: Defining Blended Learning	• Create a definition of blended learning • Explain what blended learning is to a novice	• Defining Blended Learning Discussion • Journal	February 11 - 17
3	Module 2: Blending in Different Sectors	• Compare blended learning in training and higher education environments	• Wiki Assignment – article summary • Journal	February 18 - 24
4	Module 3: Blending at Different Levels	• Discuss issues around designing blended learning at the organizational,	• Wiki assignment – article summary	February 25 – March 3

		program, and unit of instruction levels	• Journal	
5	Module 4: Research on Blended Learning	• Analyze the evidence of the efficacy of blended learning • Identify areas of research needed in blended learning	• Further Needed Research Discussion • Journal	March 4 - 10
6	Module 5: The LMS	• Describe the ideal features of a Learning Management System for blended learning environments • Compare the use of different Learning Management Systems to support blended learning environments	• The Ideal Blended Learning LMS Discussion • Journal	March 11 - 17
	SPRING BREAK			March 18 - 24
7	Module 6: Tools Outside the LMS	• Compare tools like Google Docs and social networking to support blended learning environments	• Wiki assignment – tool review • Journal	March 25 - 31
8	Module 7: Multimedia Production Tools	• Design a lesson that incorporates multimedia	• Wiki assignment – A Blended Lesson Incorporating Multimedia • Journal	April 1 - 7
9 10	Module 8: Creating Templates for Blended Learning Design	• Create a template for a blended learning environment	• Wiki assignment – Blended Learning	April 8 - 21

11	Module 9: Using Templates for Blended Learning Design	• Use a template to design a blended learning environment	Template • Journal	
12			• Wiki assignment – A Blended Design • Journal	April 22 – May 10
13				

Required Assignments

1. **Pre-Instruction Activities**
   During the first module, you will complete three low-stakes activities to meet your fellow classmates and learn more about the course:

   Pre-class survey: 3 points
   Class Introductions Discussion: 3 points
   Small-group syllabus review discussion: 3 points

2. **Asynchronous Threaded Discussions**
   In addition to the two more informal introductory discussions, there will be three graded class discussions in the course, each worth 10 points each. Guidelines and a grading rubric for these discussions can be found in the Course Information folder in Blackboard Learn.

3. **Wiki Assignments**
   There will be six assignments you will complete and share on the course wiki. Though not required, you are encouraged to view and comment on the work of others. So that you will have access to this student-created website after the semester, the UMass Boston wiki tool called Wikispaces will be used for these assignments. Details for each assignment can be found in the modules. Below are the point breakdown for each assignment.

   Module 2 - Article Summary: 10 points
   Module 3 - Article Summary: 10 points
   Module 6 - Tool Review: 10 points
   Module 7 – A Blended Lesson Incorporating Multimedia: 10 points
   Module 8 - Blended Learning Template: 20 points
   Module 9 - Blended Learning Design Document: 30 points

4. **Journal**

   For each module, including the first pre-instructional module, you will keep a learning journal that follows a KWL (KNOW – WANT – LEARN) structure. Early in the module, you will post a journal entry indicating what you KNOW about the topic and what you WANT to learn. At the end of the module, you will post another entry on what you LEARNED. In addition to reflecting on what you already know and would like to know, and what you learned, you can use the second journal post to list anything that is still not clear, questions you may have, and areas in which you would like more information. These postings will be between me and you, so it is a good time to provide me with feedback on how the course is going, what, if anything, you are struggling with, etc. More details are included in the journal assignments and on the course information page in Blackboard Learn. Below is the point structure for each of these 10 assignments (1 for the Pre-instruction module and 1 for each of the 9 Modules):

   Initial post on what you know and would like to learn: 2.5 points
   Final post on what you learned: 2.5 points

The total number of points you can earn in the course is 179. Your grade will be calculated by dividing the total number of points you have earned by the total number of possible points and multiplying by 100. This will give your percentage grade and the table below explains how the percentage grade translates to a letter grade.

Grading

Grade type for the course is a whole or partial letter grade. (Please see table below)
Note: the lowest passing grade for a graduate student is a "C". Grades lower than a "C" that are submitted by faculty will automatically be recorded as an "F".

Please see the Graduate Bulletin for more detailed information on the University's grading policy.

UMass Boston Graduate Grading Policy		
Letter Grade	**Percentage**	**Quality Points**
A	93-100%	4.0
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
F	0-72%	0.0

INC	**Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.**	N/A
INC/F	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Policy on Late Work:

Students who cannot submit assignments on time because of an emergency, unexpected events, or extreme illness should contact the instructor BEFORE THE DUE DATE or as soon as circumstances allow and ask for consideration. Unless arrangements are made with the instructor, students will be penalized 1 point for each day that the assignment is late (including weekends). All due dates will be at 11:50 PM on the last Sunday of that module. Please see the Course Schedule above.

Core Competencies

The goals for this course meets the following IBSTPI competencies:

Professional Foundations
- Apply current research and theory to the practice of instructional design.
- Update and improve one's knowledge, skills and attitudes pertaining to instructional design and related fields.
- Apply fundamental research skills to instructional design projects.

Planning and Analysis
- Identify and describe target population characteristics
- Analyze the characteristics of the environment
- Analyze the characteristics of existing and emerging technologies and their use in an instructional environment
- Reflect upon the elements of a situation before finalizing design solutions and strategies

Design and Development
- Select, modify, or create a design and development model appropriate for a given project
- Select and use a variety of techniques to define and sequence the instructional content and strategies
- Select or modify existing instructional materials
- Design instruction that reflects an understanding of the diversity of learners and groups of learners

Accommodations

Section 504, 508 and the American with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, you may obtain adaptation recommendations from the UMass Boston Ross Center (508-287-7430. You need to present and discuss these recommendations with me within a reasonable period, prior to the end of the Drop/Add period.

You are advised to retain a copy of this syllabus in your personal files for use when applying for future degrees, certification, licensure, or transfer of credit.

Code of Student Conduct

Students are required to adhere to the Code of Student Conduct, including requirements for the **Academic Honesty Policy**, delineated in the University of Massachusetts Boston Graduate Studies Bulletin and relevant program student handbook(s).

http://media.umassp.edu/massedu/policy/3-08%20UMB%20Code%20of%20Conduct.pdf

You are encouraged to visit and review the UMass website on Correct Citation and Avoiding Plagiarism: http://umb.libguides.com/GradStudiesCitations

Syllabus Changes

We may discover that we want to spend more time on certain topics and less time on others. I will consider changing the schedule if such a change would benefit most students' learning in this course.

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