

Approaches to Organizing and Offering Blended Courses  
Wimba Distinguished Lecture Series

**MATT'S INTRODUCTION**  
(First 5 slides)

- Slide 1**      **Matt-** Ground Rules
- Slide 2**      **Matt-** Where do we all come from?
- Slide 3**      **Matt-** K-12 or Post Secondary institutions?
- Slide 4**      **Matt-** Primary Job Description?
- Slide 5**      **Matt-** Introduce Caroline & Bob

Caroline: Introduce presentation and self.

Discuss why I began investigating Blended Learning; as CS Chair and faculty member.

*Topic arose to offer a more attractive option to students in our new graduate program. I piloted a blended approach in two graduate courses this past fall.*

Bob: Introduce self. Discuss experience with blended courses and consulting experiences.

*Bob advances to slide 2 when finished.*

Caroline:      Discuss importance of understanding what blended learning is.

*Why it was important for NCC when we first started the conversation?  
Problem that some faculty had because they only imagined pure online courses and didn't want to move away from a traditional classroom setting. This should lead into Bob discussing what Blended Learning is.*

(Begin Pt / Counterpoint)

Caroline:      How can we maintain our 35 content hours for accreditation?

Bob:            Importance of work product.

Caroline:      How do we schedule these courses if some face to face time is moved to an online format.

Bob:            Scheduling space should not be a factor. Flexibility important and instructor should make decision.

Caroline: Problem with students unfamiliarity with the concept. What is the best way the information should be conveyed to students?

Bob: Clearly state course layout in syllabus.

Bob: Recap – decide early how the technique will be incorporated – make it clear to the students – keep the class scheduled as for a normal course for flexibility.  
Transition to DEFINITIONS.

**Slide 6 Blended Definition 1**

Bob: Discuss range of definition possible for blended learning.

**Slide 7 Blended Definition 2**

Bob: Also briefly discuss sync & asynch delivery media, and mention briefly that these slides are from “learning objects” used to provide specialized content in an asynch Moodle course.

**Slide 8 QUESTION FRAME: Why are you interested in Blended Courses?**

**Slide 9& 10** *Caroline advances to slide 9& 10 as needed*

Caroline: Discuss the two main blended techniques shown – left bar organizing course content (**use tool to highlight area of screen**) and right hand window (**use tool to highlight area of screen**) showing online lectures.

*Include benefits to students and faculty – easy to find information, can always print out copies of assignments if lost, less paper, no need to worry about forgetting handouts*

Discuss problem using online tools improperly. Doesn't make a course better unless used well.

*25 students \* X assignments makes the digital drop box a nightmare*

*Caroline advances to slide **11** when finished.*

**Slide 11 QUESTION FRAME: Which online tools is your institution considering using?**

**Slide 12 & 13** *Bob advances to slide 12 as needed*

Bob: Discuss customizing the left hand side panel (**use tool to highlight area of screen**) and feature of linking assignments to digital dropbox to grade center (**use tool to highlight area of TURN IN HERE link**).

Discuss ease of grading and automatically updating grade center

*Bob advances to slide 14 when finished.*

**Slide 14 SQL Homework**

Caroline: Discuss the course format for the database course using blended learning.  
*The original goal was to provide an attractive alternative to 2 night a week schedule. Students commented on improving their independent learning skills. Discuss positive feedback from student evaluations and that they recognized their need to do a better job independently learning material. However, some students had difficulty with this.*  
*Discuss the assignment and how they had to install a server on their computer and implement the queries. I assumed they were working through the problems and trying the practice problems at the end. However, I had no guarantees.*

*Caroline advances to slide 15 when finished.*

**Slides 15, 16 & 17 PRIVATE DISCUSSION SPACES (Student/Instructor): Pros & Cons**

*(Bob advances between slides as needed.)*

Bob: Discuss the accountability problem solved using private forums.  
Each student has a private group page with the instructor. Discuss why this would have helped Caroline force some accountability on less motivated students.

*Bob advances to slide 18 when finished.*

**Slide 18 QUESTION FRAME:** Will student-student interaction be central to your blended courses?

*Advance to slide 19 as soon as we display and comment (briefly) about responses*

**Slide 19 Caroline's Syllabus Expectation**

Caroline: Discusses what was put into the syllabus: course format was split between a in-class and a take-home lecture, amount of time students could expect to spend with take-home lecture, how homework was to be submitted (**use tool to highlight different areas of screen being discussed**).

*Caroline advances to slide 20 when finished.*

**Slides 20 & 21- Bob's discussion "Rules of Engagement" & Discussion Forum Example**

Bob: Discuss additional guidelines for online chats (rules of engagement) (**use tool to highlight different areas of screen being discussed**). When we make discussion participation "accountable" and support students to discuss their work, they can learn a GREAT DEAL from one another!

*Bob advances to slide 22 for transition to finish; as needed.*

**Slide 22**      OTA PLUG (Point being for Blended or Online courses to be effective, faculty members need to have access to appropriate “Professional Development” so they can LEARN THE BASICS about using whatever online tools are available for use.)

**Slide 23**      **QUESTION FRAME:** Who wants to do this again examining “student interaction??

**IF TIME LEFT, TAKE QUESTIONS AND START DISCUSSION.**