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Getting Started with Blended Learning Workshop

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GETTING STARTED WITH BLENDED LEARNING

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AGENDA

- Introductions
- Brainwriting Activity
- Debrief Discussion
- Universal Design for Learning
- Course Design Activity
- Reflection Activity

INTRODUCTIONS

- What is your name?
- What college/university are you affiliated with?
- What are two things you learned from the videos/resources?
- What is one goal you have for this workshop?

BRAINWRITING (20MIN)

What does it mean to be an educator in the digital age?

- 10 min – Write one idea on your index card (quickly) then pass your card to the right. Keep adding on to each other's ideas.
- 5 min – Review and vote on favorites: Read all of the cards and mark statements that resonate with you the most.
- 5 min – Report out the ideas that have the most votes from your group.

WHAT DOES IT MEAN TO BE AN EDUCATOR IN THE DIGITAL AGE?

- How do the brainwriting activity and the introductory videos and resources connect to each other?
- What is appealing to you about blended learning?
- What hesitations do you still have about blended learning?

UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement

Purposeful, motivated learners



Provide Multiple Means of
Representation

Resourceful, knowledgeable learners



Provide Multiple Means of
Action & Expression

Strategic, goal-directed learners

Universal Design for Learning Guidelines



BEST PRACTICES

- Plan ahead of time, don't think you can "wing" it. Try starting small, such as one or two parts of the course has a blended element and continue to build over time.
- In addition to student feedback and reflection, reflect on your *own* process of the course including building it, teaching it and what the students have to say.
- Repetition is *key*.
- Be transparent, honest and open as much as possible with your students. Emphasize that you are both new to this. Be flexible.
- Make grading rubrics for digital projects.
- There are **MANY** different tools that achieve the same goal, but which one do I use???
 - There is no right answer. You (and your students) need to choose which one aligns best for your learning goals, course content, etc.

RESOURCES

- Rebecca Frost Davis (our Keynote Speaker!) has a robust blog of resources about blended learning and digital humanities:
<https://rebeccafrostdavis.wordpress.com/>
- EDUCAUSE ELI has many publications on the topic of blended learning:
<https://blended.online.ucf.edu/about/what-is-blended-learning/>
- Use your colleagues and partner institutions
- What kinds of tools have you heard about?

DESIGNING A BLENDED COURSE

From the videos you watched, what were some of the key strategies to use when designing a blended course?

- Break down into manageable steps
- Don't use technology, just to use technology – technology should *enhance* the course goals. "If professors can be replaced by computer screens, they should be."
- Don't reinvent the wheel
- Get feedback from students at the beginning, middle and end of course duration

Identify "pain points"

- What do students struggle with most?
- What pedagogical challenges are you facing?

DESIGNING A BLENDED COURSE

Mapping a Blended Course Activity:

You will work in pairs. Choose to work with Psychology syllabus, History Syllabus or your own course.

- Identify course objectives, activities, and assessments
- Choose one module or self-contained unit of instruction (1-3 weeks of content)
- List objectives for the module and plan specific activities and interactions
- Align module objectives with corresponding activities and then with course objectives

REFLECTION ACTIVITY

- What questions do you have that you hope to get answers to throughout the conference?
- What sessions are you looking forward to? Why?
- As someone just getting started with blended learning, what discussion questions and topics will you bring to the wrap up conversation?