DigiTeL Pro

DigiTeL Pro

Professional development in digital teaching and learning

IO3 Course on Blended Education

IO3A6 Teacher Manual for the course Blending Your Education as part of the final CPD program for digital education

CC BY SA 4.0

Document details

Document title	Teacher Manual – Blending Your Education Course Guide
WP (if applicable)	IO3A6
Document version	1.0
Lead author	Naomi Wahls [0000-0003-4552-7722)
Other authors	Martijn Ouwehand
Organisation	TU Delft, Netherlands
Dissemination level	Teacher Manual
Confidentiality Status	*Public*
Date	1 March 2023
CC License	CC-BY-SA 4.0

Versioning and Contribution History

Revision	Date	Author	Organisation	Description
1.0	1 March 2023	Naomi Wahls	TU Delft	Final update
0.5	17 February 2023	Naomi Wahls	TU Delft	Updated
0.4	17 February	Martijn Ouwehand	TU Delft	Updated and feedback
0.3	15 February 2023	Naomi Wahls	TU Delft	Response to feedback and additions
0.2	3 feb 2023	Martijn Ouwehand	TU Delft	Feedback and additions
0.1	3 feb 2023	Naomi Wahls	TU Delft	Initial Draft

CC-BY-SA 4.0

Table of Contents

How to use this teacher manual

This teacher manual describes and explains important steps and considerations to make adoption and reuse of the course (resources) we developed for the CPD course Blending your Education (https://digitelpro.eadtu.eu/course-programmes/blended-education) easier. The course resources are available as OpenEdX course export package, including all the contents as offered in the OpenEdX course platform used to offer the first run of the CPD course Blending your Education. The course can also be found as TU Delft OpenCourseWare course for a realistic representation of the course setup. This teacher manual contains references where to find the resources, how to create a course from the resources, how to teach the course, how to run the webinars connected to the course, how to grade participants and how to cope with local certification of the course when adopting this course in your institutional context or personal situation. Choices in the design process, experiences in running the course and lessons learned are discussed in EADTU project reports on deliverables: IO3A3 (asynchronous course setup) and IO3A5 (synchronous sessions).

The DigiTEL Pro Strategic Partnership

This teacher manual is the result of **DigiTel Pro project** which aimed to reinforce the ability of educational institutions to provide high quality, inclusive digital education, responding to the needs of universities during the Corona crisis and beyond. Within the partnership three CPD courses were firstly designed, developed and implemented and secondly shared for re-use/re-run. This manual can be used to organize the re-run of one of the three courses, namely the one focusing on Blended education.

Introduction to the course

This course is about how to design and develop blended education and teaching (a deliberate combination of online and offline learning activities, based on the European Maturity Model for Blended Education (EMBED) model course level dimensions of flexibility, interaction, experience and course design process by Dijkstra & Goeman in the EMBED Implementation Guidelines (2021), connecting with main trends in practices observed during the crisis (Wahls, Dijkstra & Ouwehand, 2022) relevant post-Corona issues, e.g. activating learning, interaction and collaborative learning, inclusiveness and assessment and feedback, and student-readiness. Based on what we've learned from COVID Teaching and in the EMBED project, you will apply concepts to adapt to a more inclusive and engaging blended learning experience, through guidelines and pedagogies leading to mature and high-quality education.

The course has a modular structure and has been designed in alignment with the needs of universities, strong educational concepts and relevant learning objectives.

This course is designed for anyone involved in digital campus courses and curriculum development and for leaders steering this process, encouraging or promoting blended learning.

Overall objectives of the course
By the end of the course, learners will be able to:

- Design, develop, and offer a blended course for campus students, incorporating best practices, experiences, and learning theories
- Redesign courses to be more inclusive and engaging based on what we learned from COVID experiences in teaching

- Implement blended learning solutions for their own situation using the EMBED model
- Evaluate their course and create a course improvement plan

Overall structure

The course created within IO3 on blended education is part of the overall, joint DigiTel Pro CPD programme for digital teaching. The total workload of the programme is 100 hrs (all three scenarios together). The workload of this course is about 30 hrs and would be granted 3 CEU.

The course consists of seven modules following course design steps. Although the modules can be used separately, it is recommend to follow the suggested order and to follow them all to have a complete understanding.

1. Overview Modules
Getting Started In the first module of this course, you will learn the definition of Blended Teaching and learning, when Blended Learning is an added value, how Blended Learning fits in a course design and what the differences are between a traditional face-to-face (F2F) setting and Blended Learning.
2. Is your course ready to be blended? After getting adjusted to the course and having met your peers, you will analyse barriers and possibilities for blended education in your own institution. The EMBED model will be introduced with its four different dimensions. You will start with a course improvement plan based on the EMBED model, analyzing the needs of students, knowing and setting expectations, exploring the environment (Multi campus Education, International Collaboration) and exploring the facilities available to you.
3. Plan your Course Design **Based on your course improvement plan, you will learn how to determine Learning Objectives (LOs) using constructive alignment, plan media based on learning objectives, determine assessments connected to the learning objectives and you will be able to decide between synchronous and asynchronous delivery in your learning activities.** The Course Design Process dimension in the EMBED model will be used as a basis for creating your course improvement plan.
4. Prepare and teach your course In this module you will learn how to engage and motivate students. You will explore options such as game-based learning and storytelling. Additionally, you will be guided into making deliberate choices in designing inclusive learning activities and learning experiences. You will also focus on student readiness, student learning, study load, student engagement, motivation and supporting students in overcoming failure. The Course experience dimension in the EMBED model will be highlighted in this module.
5. Build your blended course After you complete your course design, you will then begin to build your course inside a course shell within your own Learning Management System (LMS). During this stage, you will find and create and/or reuse (openly licensed) content, consider how to make your content interactive, and decide which tools to utilize according to situations that arise (See Selection of tools in EMBED Model. The Course Flexibility dimension in the EMBED model will be highlighted in this module.
6. Teach your blended course By now you are feeling prepared to teach your course. This module focuses on how to deliver the content, specifically how you will communicate with learners and encourage them to participate and complete your course. Common challenges that you can be faced with when offering a new course in new ways will be explored. You will learn what you can do if you need to adjust your course on the fly based on learner input. The Course Interaction dimension in the EMBED model will be highlighted in this module.
7. Evaluate and improve your course In this final module you will focus on how to evaluate and improve your course. You will make a plan of what you need to change or edit for future course runs. This module wraps up the course by relooking at what you've learned thus far and considering what and how you will implement what you've learned in your own settings. Beyond your course, you can begin to consider how to encourage Blended Learning at your own institute.

Introduction per module

The modular structure was deliberately set up in this way to guide learners through the course design and development process (as we are used to at TUD/following model. This process is broken down into 4 phases: Plan, Produce, Run, and Evaluate Course Development Process on TU Delft's Online Learning Hub, https://onlinelearninghub.tudelft.nl/). As such, we do not suggest re-using this course as a MOOC, but rather running the course as a normal professional development would be in one's own organization. When we designed this course, we utilized the Carpe Diem Design approach while also

considering our TU Delft Course Development Process. The Carpe Diem Design Approach includes educational design principles, such as Constructive Alignment (Biggs & Tang, 2007) and Backwards Design (Wiggins & MacTighe, 2005). The Carpe Diem approach consists of six steps to develop a course: blueprint, storyboard, prototype, reality check, review and adjust, planning next steps.

The modular structure also allows you to tailor the course setup to your needs, changing or replacing modules as seen fit. However, the modular setup offered in Blending your Education does contain a logical buildup which, if decided to change this setup, requires attention through explanation of the flow of modules and appropriate glue texts and other communications.

Module 0 – Course Welcome

This module is meant for you to teach your learners how to use the platform and set expectations for them within the course and the platform. If you reuse or internally offer this course in your own institutional context, consider altering communication to include the chosen platform and tools used in your institution or situation.

Module 1 - Getting Started with Blended Learning

In the first module of this course, learners will learn the definition of Blended Teaching and learning used in TU Delft, based on Dijkstra & Goeman (2021), when Blended Learning is an added value, how Blended Learning fits in a course design and what the differences are between a traditional face-to-face (F2F) setting and Blended Learning. You will learn how to utilize a Blended Learning Wave model to plan your learning activities.

In this module, learners will:

- learn about the terms in Blended Education as applied in TU Delft and by the Digitel Pro and Embed partners
- learn what Blended Learning really is
- discover the Blended Learning Wave
- conduct a tool exploration and complete a survey about the tool exploration
- create their own Blended Learning Wave

Module 1 Readings
- [Design principals for Blended Learning](#)
- [Blending Your Education: Lessons Learned During COVID Times](#)

Lessons learned in module 1

Teacher's note: Not everyone knows what to look for in a tool and how to evaluate a tool for their purpose. The purpose of the assignment is to teach the learners how to select tools and to learn how not every tool fits for their LMS and/or their situation.

Module 2 - Is your course ready to be blended?

After getting adjusted to the course and having met peers, learners will analyse barriers and possibilities for blended education in their own institution. The EMBED model will be introduced with its four different dimensions. Learners will start with a course improvement plan based on the EMBED model, analyzing the needs of students, knowing and setting expectations, exploring the environment (Multi campus Education, International Collaboration) and exploring the facilities available to you.

In this module, learners will:

- be introduced to the course design template based on the EMBED course-level toolkit and the storyboard template which the learner will complete in module 3
- create a personal Blended Learning Wave
- complete the journal activity
- learn about constructive alignment
- find out what the role of the instructor is in online spaces

Module 2 Readings
- [EMBED Course Level Implementation Plan](#)
- [Constructive Alignment](#)
- [Bloom's Taxonomy for Learning Objectives](#)

Lessons learned in module 2
Learners struggle with writing achievable learning objectives that can be assessed. It is essential for the learners to get peer feedback which often comes in the form of questions to clarify meaning.

Module 3 - Plan your course design
Ready to start designing the online version of your course?

Learners have mapped the current set-up of the course and identified possible pitfalls and challenges. Now, with the feedback and answers learners received in the discussion board, they will be able to start mapping out a new course design that addresses these challenges. A webinar will be held after this module to delve deeper into this subject.

The first step? Storyboarding.

Learners will learn how to determine Learning Objectives (LOs) using constructive alignment, plan media based on learning objectives, determine assessments connected to the learning objectives and you will be able to decide between synchronous and asynchronous delivery in your learning activities. The Course Design Process dimension in the EMBED model will be used as a basis for creating your course improvement plan.

As an online student, we expect learners to be active participants in this course by contributing to a positive atmosphere. We want learners to question, share and help others by engaging in meaningful discussions.

In this module, learners will:

- discover the EMBED Course Design Process
- learn what a storyboard is
- complete the storyboard journal activity
- complete the storyboard portion of your course design template which they started in module 2
- start planning their media
- start their assessment plan

Module 3 Readings
- [Learning Activity Ideas](#)

Lessons learned in Module 3

Stimulating learners to engage with content may seem like an art, but there are many techniques that you can use. This module focuses on media, thus, consider having a variety of media formats.

Module 4 - Prepare and teach your course

In this module, learners will learn how to engage and motivate students. They will explore options such as game-based learning and storytelling. Additionally, they will be guided into making deliberate choices in designing inclusive learning activities and learning experiences. Learners will also focus on student readiness, student learning, study load, student engagement, motivation and supporting students in overcoming failure. The Course experience interaction dimension in the EMBED model will be highlighted in this module.

In this module, learners will:

- discover the EMBED Course Interaction Dimension
- learn engaging learners
- discover why storytelling matters
- create an engaging assignment with a rubric
- journal about planning engagement in their course

Module 4 Readings
- [Online Student Motivation and Engagement](#)

Lessons learned in Module 4

In this module we teach learners about storytelling. As an instructor, you can model this by being a storyteller related to the field. Also consider making the assignments in this course more engaging for your local learners.

Module 5 – Build your blended course

Now that learners created a storyboard, the time has come to create or find content for the course. This module will help to get an overview of the content learners need to find or create, and will provide you with practical templates and tips.

Please be advised that creating course media and building your course media may take time; you may not complete these steps within the timeframe of this training. In the initial first run of Blending your Education in the context of the Digitel Pro project, we decided to have the course remain available to learners for 6 months after they completed the course, stimulating learners to continue to check it for information as they build and teach their course. We suggest adopting this longer availability for professional learners. However, depending on the situation, other deliberate choices can be made.

By now learners need to finalize what tools they will be using for their course. In the first module they explored ideas. At TU Delft, we have a committee on [Educational Tooling](https://teaching-support.tudelft.nl/educational-tooling/) (https://teaching-support.tudelft.nl/educational-tooling/) that reviews tools and provides suggestions on the usage of

those tools. When referring to educational tooling, we recommend exploring what services your institution provides in this respect and include these in the course design.

In this module, learners will:

- learn about the Course Flexibility Dimension of the EMBED model
- find and reuse or create (openly licensed) content,
- consider how to make their content interactive,
- decide which tools to utilize according to situations that arise (See Selection of tools in link below.)

Module 5 Readings
- Course Flexibility Dimension
- Didactic use of video
- Selection of Blended Learning Tools

Lessons Learned in Module 5
The learners will NOT be able to create a full online course in under 6 weeks. The focus of this module is them creating a skeleton or core essentials for a course OR an almost complete 1st module. If they are redesigning a course, then they will have a complete course already and can focus on re-structuring the course to make it easier to navigate/re-find information. Because you will likely have 2 groups of learners in your course: those with a new course and those redesigning a course, when they give each other feedback, it's important for both to know if the course is new or a redesign project, otherwise, those in redesign may receive less feedback than needed.

Module 6 – Teach your blended course
By now learners should be feeling prepared to teach their course. We advise you to check on this with your learners in a chosen form of interaction with the learners. This module focuses on how to deliver the content, specifically how they will communicate with learners and encourage them to participate and complete the designed course. Common challenges that you can be faced with when offering a new course in new ways will be explored. Learners will learn what you can do if you need to adjust your course on the fly based on learner input. The Course Experience dimension in the EMBED model will be highlighted in this module.

In this module, learners will:

- learn about the Course Experience Dimension of the EMBED model
- set their own expectations of your learners,
- consider their learners' expectations of them and their course,
- create a communication plan
- complete a communication journal activity

Module 6 Readings
- Course Experience Dimension

Lessons Learned in Module 6

Learners underestimate the need for a communication plan. Preparing announcements and emails can really help educators focus on the discussions in the course and adjust their plans already, thus, it's best to enforce that the communication plan is a necessary step.

Module 7 – Evaluate and improve your course

In this final module learners will focus on how to evaluate and improve their course. They will make a plan of what is needed to change or edit for future course runs. This module wraps up the course by relooking at what has been learned thus far and considering what and how you will implement what was learned in your own settings. Beyond the course, learners can begin to consider how to encourage Blended Learning at their own institute.

In this module, learners will:

- complete the EMBED Course Review
- evaluate their course
- create an improvement plan
- complete a reflection journal activity

Module 7 Readings
- EMBED Programme Level Implementation Plan
- EMBED Institution Level Implementation Guidelines

Lessons learned in Module 7

Breaking up an improvement plan into major and minor changes can help prioritize what can be achieved before the next course run. It's also good to establish who is implementing the proposed changes if working with a team rather than just one educator.

Final Module - Next Steps

This is the final module and where you can place a post-survey and any other professional development courses that you offer to your learners.

Links – Where to find the resources

The main entrance point to get access to all relevant resources is the Digitel Pro project website: https://digitelpro.eadtu.eu/course-programmes/blended-education This portal provides a reference to a Surfdrive folder containing the course export file and all relevant files, a reference to the TU Delft OpenCourseWare version of the course and context about the CPD course Blending your Education, CPD courses on Synchronous Hybrid education, Online education and Student readiness.

- **SurfDrive Folder link**: https://surfdrive.surf.nl/files/index.php/s/QIZy9y9rc9yEq2E
  Surfdrive files contain the export package and also all webpages of the actual course with html coding and suggestions around activities for a developer to rebuild the course if the package isn't an option for them (reuse guidelines)
- **Documents and Tools Link**: https://surfdrive.surf.nl/files/index.php/s/LMRqwx7yIUfokz0
  These are all the documents and tools that are within the course
- **Images link**: https://surfdrive.surf.nl/files/index.php/s/ZuNx88rSS1eJy3e
  These are all the images from the course
- **Video files** we used in the initial first run of Blending your Edcuation are all found in the surfdrive folder above. The pages in SurfDrive state which video to use/embed for each page.
- **Course Export package**: https://surfdrive.surf.nl/files/index.php/s/27CASZ71AhcO4Tb
  This export package is best utilized in open edx, but it is possible to have an instructional designer or learning developer assist with this export package for a different platform OR they can use the course files found in the SurfDrive.
- **TU Delft Open Course Ware**: https://ocw.tudelft.nl/courses/blending-your-education/ at https://ocw.tudelft.nl/
  Open CourseWare is for learners or teachers who are not able to rebuild a course but want to get a realistic impression of the course setup and contents. TU Delft OpenCourseWare does not provide interaction or feedback in learning activities, teacher presence or certification, but does provide a course context where all modules can be seen in presentable fashion containing most relevant resources offered in our initial first course run of Blending your Education.
- European Maturity Model for Blended Education (EMBED) - This project was the precursor to the Digitel Pro project. To learn more about implementing Blended Education at an organization level or system level, see the EMBED project.
- TU Delft Online Learning Hub - The learning hub offers many resources and ideas for those designing a new online course. This project is focused on blended learning, but you may find resources that benefit you in as you create online materials and media.

How to create a course from the resources

Based on the resources we offered, you can either create your own instance of the course based on a course export package or rebuild the course step by step based on the separate resources.

Course export package

The export package is the entire course exported from open edX in an OpenEdX course export format. It can only be imported as is into an open edX platform, which can be downloaded and deployed as open source platform. In some cases, you may need to modify the package to import it if your organization

settings are different. Thus, if you are unable to simply import the package as is, please see the section on "how to build the course from Surfdrive files".

Inside the Export package is a folder called "static". That is where all the PDFs, images, and other files are besides video.

How to upload the export package into a course

1. Download the export file from the surfdrive link:
   https://surfdrive.surf.nl/files/index.php/s/27CASZ71AhcO4Tb.
2. Then create a blank course shell in open edX within your organization. (If you cannot do this, switch to "how to build course from SurfDrive files).
3. Once you have a blank open edX course shell within your organization platform, go to the studio side of your course.
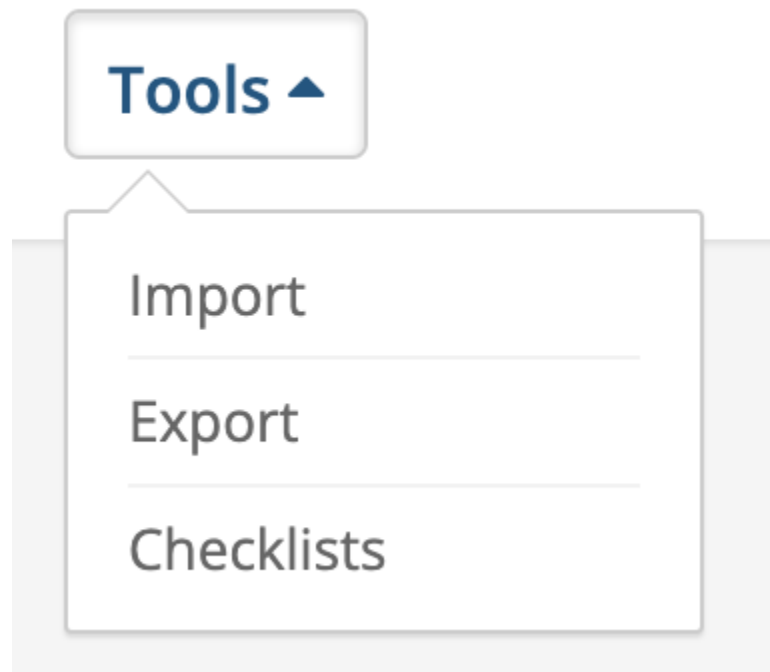
Go to "tools"

Figure 1: Tools option menu within Open edX
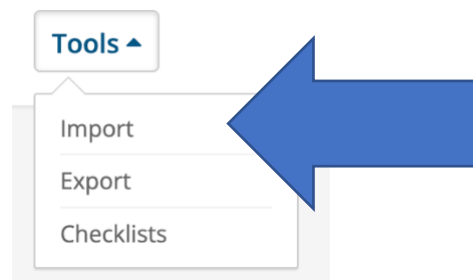
4. Select "import"

Figure 2: Select "import" from tools menu within Open edX

5. Select "choose file to import" and select the export package that you downloaded.
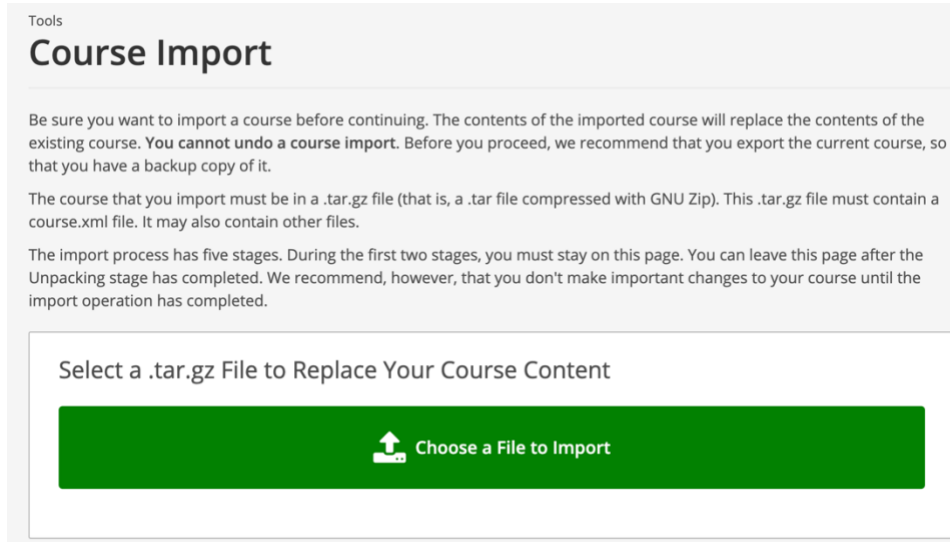

Figure 3: Import file screen within Open edX

Please note: if this does not work for you, please contact your administrator and/or move on to "how to build course from SurfDrive files".

How to build course from SurfDrive files

If you are not able to use the export package as an import into your course on your course platform, then you will need to spend time re-building the course on your platform. This will also allow you to tailor the course to your personal situation from the start. You may need to work with the administrator, instructional designer, or learning developer located at your institution to help you build the course on your organization's platform.

Before rebuilding the course, look at how it will look for learners on TU Delft's Open Courseware (https://ocw.tudelft.nl/courses/blending-your-education/ at https://ocw.tudelft.nl). This will be your guide as you rebuild the course.

Here are the steps to rebuild the course from the SurfDrive files:

1. Review the Module folders. Each of them are in order by the page the learners sees first.
2. Select the content you wish to re-use.
3. Download relevant documents and tools according to what you will use for your course.
4. Download relevant images according to what content you will use.
5. Create each page and module in your course. You can use the wording used in the examples in SurfDrive.

Please note that you will need to link to your own documents, images that you re-use from this course. You will also need to create your own assessments within your own tool. You will need to setup your own grading.

How to build content around the reusable content

You will find glue text in SurfDrive divided by modules and pages. Please modify the text to fit your organization and needs.

The examples, documents, images, and videos we provide are all based on the current times and situations related to our context. You may need to use other documents, images or videos. If you reuse part of our materials, please reference what you use. Note that openly licensed images we used, may require attribution based on the open license on the image. If decided to use alternate images, check and adhere to reuse options and attribution guidelines for the sources chosen.

How to teach the course

In designing the first instance of Blending your Education, we chose to separate the (asynchronous) basis of the course in an open and online course platform from optional synchronous interactive sessions, enabling our target audiences to take active part in the course, providing flexibility to our professional learners and optimally facilitate reuse the course on the longer term.

We deliberately designed the course so that it could be followed self-paced. We expected the potential learners to turn to the Blending your Education course with different motivations and intentions. At TU Delft, we have observed that Massive Open Online Courses (MOOCs) are often self-paced, allowing learners to complete continuing education at their own pace. We set up the course in a modular way, leaving the choice to the learner what to take from the course, when, in what pace and how to use it:

- The course provides a structure and setup. New modules were released in serial (every 2-3 weeks) to stimulate a specific learning route and pace.

- The learner designs the pace, where the learner could deviate from the planning (the course can be taken in a slower pace to suit the learners schedule); Synchronous sessions *are* offered on specific dates, but the course could be completed without attending the synchronous sessions.

- The learner could decide to take only 1 or more of the 7 modules in total.

- Additional to the asynchronous platform flow, we offered webinars connected to the start of each module.

Why we chose the format we did

The webinars provide an opportunity to check in with the learners, contribute to keeping their motivation, tailor the course experience to their needs, deepen conversations of the contents of each module and tap into personal experiences of the learners.

The webinar format we suggest is: 30 mins per week or 1 hour every 2 weeks (or other tempo, depending on the tempo used to release new modules and steer learners in completing each module, or the total course run). We utilized 1 hour every 2 weeks as most professionals do not have time weekly to dedicate to professional development.

The course is divided into 7 modules, thus it can be a 7 week course. We ran it over a longer period of time to give time for holiday season and allow participants to complete 1 module over the time frame of 2 weeks, considering the potential impact of the study load per module in combination with professional or personal planning of learners.

Needed infrastructure/Tooling for the course

We designed the course to inspire our learners to apply the learning activities experienced during this course in their own situation. This means the actual course platform or learning environment, tools used or referred to in Blending your Education, could differ for each learner. In the first module, the participant selects a tool they want to explore along with a platform or LMS. Throughout the course, the participants continue to use tools they have access to and the instructor provides feedback in the webinar or discussions as needed. This is a key component of educational technology as technology constantly changes and lecturers have to learn to make adjustments.

What we suggest for local options to facilitate and engage learners

Although the course was set up as a modulare self-paced course, where learners determine their own pace and order of following the course, it can be challenging for learners to reach the end line of the course. In the initial course setup, we opened up each module in parallel to offering a synchronous session (webinar). This session can be done face-to-face depending on the target audience and situation. The timing of the synchronous sessions in relation to the planning of the modules needs to be considered depending on the shape of the local setup. Adding synchronous sessions to stimulate interaction with an instructor and with peers is recommended. Also, including motivational aspects in the course, such as assignments, badges and in the end (final) certification can help to give learners a sense of progression and engagement. For the instructor it is important to include and address the needs of learners and adjust to those if needed.

If you are implementing an in-person portion, we suggest sticking with a 7-week format. It is also possible to have 7 days of workshops where each day is dedicated to a module. However, we have found that it takes more than 1 month to plan and (re)design a course, thus why we have a longer period of time to brainstorm ideas and gain feedback from peers.

Recommendations for prior knowledge

Although basic education design skills are assumed, we recommend updating prior knowledge using our deliverable summarizing and updating the literature on what we learned on blended course design from the Covid-19 pandemic (Wahls, Ouwehand & Dijkstra, 2022) and insights from the European Maturity Model for Blended Education (Dijkstra & Goeman, 2021).

How to run the webinars connected to the course

Purpose of the webinars

This course was designed to be asynchronous with webinars being the only synchronous space. It is also where learners receive direct feedback from peers and the instructor. In professional development, participants often need to see various examples of outputs. This format enables them to see that variety and get feedback. Because they also give feedback, it empowers them to see different aspects of the assignment and have a more critical eye on their own work.

Webinar 1 Agenda
- Does everyone have access to this course as of March 23rd?
- Introductions with Icebreaker
- Why we use Icebreakers

- Breakout rooms - Come up with an icebreaker
- What's in the module - Get Started?
- Scavenger Hunt
- What is Blended Education and the Blended Learning Wave
- This Module's Assignments and when they are due
- Any immediate questions / concerns regarding Blending Your Education

Webinar 2 Agenda
- What you've learned so far
- What tools you've explored so far
- Your Blended Learning Wave idea so far
- Discussing if your course is ready to blend
- Course Scan
- Constructive Alignment
- Immediate questions/concerns regarding Blended Learning

Webinar 3 Agenda
- Student Readiness Featuring Mark Brown
- Discuss in groups what you discovered with your course scan and constructive alignment
- Storyboarding
- Designing your synchronous sessions
- Creating a Media Plan
- Planning your assessment
- Immediate questions/concerns regarding Blended Learning

Webinar 4 Agenda
- Student Engagement
- Importance of storytelling
- Discuss your storyboard in small groups and give a story
- Gameplay
- Immediate questions/concerns regarding Blended Learning

Webinar 5 Agenda
- Discuss your student engagement plan
- Media plan
- Finding Open Educational Resources (OER)
- Creating media and materials
- Organizing your content in the course
- Immediate questions/concerns regarding Blended Learning

Webinar 6 Agenda
- Discuss your course design
- Communication Plan
- Planning e-moderation and online presence
- Tips on adjusting a live course

- Immediate questions/concerns regarding Blended Learning

Webinar 7 Agenda
- Discuss your communication plan
- Evaluating your course
- Planning for Improvement in Stages
- Implementing changes
- Immediate questions/concerns regarding Blended Learning

How to encourage engagement and participation

This course itself has content explaining how to engage a learner, thus it is important for you as an educator to familiarize yourself with the content and also lead by example by trying out the tools and recommendations within the course.

Two essential ideas involve the use of icebreakers and the communication plan.

Icebreakers are essential to getting an audience to talk with one another. They are questions that you ask the audience that spark conversation. These conversation starters are necessary for learners to work in groups and for learners to connect to content and peers. Below is the suggested structure for when to use an icebreaker and what type of icebreaker to use:
- Intro week -> Use an icebreaker that sparks fun and is not related to content or program
- Week1-3 -> Use an icebreaker that is mildly connected to content
- Week 4-7 -> Use an icebreaker that is connected to content
- Week 8 -> Use an icebreaker that is connected to the program or community

Create a communication plan for the course where you plan out each email and announcement ahead of time. See module 6 for further details.

For more ideas, have a look at these Engagement strategies or watch this webinar on Engaging and Connecting with Students.

How to grade participants

Assessment formats

The course was designed to be self-paced with feedback from the instructor and peers in the synchronous sessions, thus the assignments are self-graded as a personal reflection or graded by completion only. When adopting this course, it can be considered to change the course setup to instructor paced with a stronger teacher presence, impacting the ways of assessment.

Below the assignments are described in each module and how best to implement those assignments based given that you may be implementing them in a different platform than ours.

Module 1 Assignments
- A *Personal plan* where learners indicate how they would apply what was learned during this course in their personal (educational) context

  This is an activity as a journal which the learner sees again at the end of the course,

stimulating transfer of the course to the learners personal/professional situation from the start. If you're not able to do that within your platform, then we suggest having a Word document that the learner saves for themselves or you re-send them at the end of the course.

- ***Explore a tool and your Learning Management System (LMS)***
  In this activity, the learner selects a tool and explores the pros and cons of the tool and also the functionality within or in combination with the LMS used by the learner in their institution or situation. We created a wordle inside of our platform to enable the learners to share which tool they selected to explore. Through that, the learners see what others submit after they submit an answer.

Module 2 Assignments
- Complete Blended Learning Wave
- Course scan
- Improvement plan

Blended Learning Wave
Using the Blended Learning Wave PowerPoint, the learner shows the flow of their course activities between being online and in-person.

In the first image below, you can see the flow between online and face-to-face with the planning of the assignments.
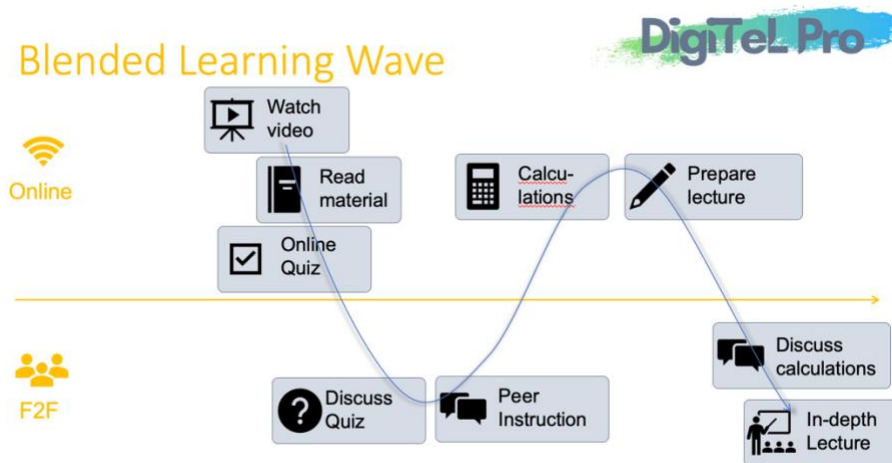

Figure 4: TU Delft Blended Learning Wave, CC BY TU Delft

In the next image, you can see various options of activities that could be planned based on their format: online or face-to-face.

Figure 5: TU Delft Blended Learning Activities, CC BY TU Delft

Course Scan

This is for learners who already have a course. The document is the course tool document. If they are creating a new course from scratch, we decided to allow learners to skip this assignment in the initial first CPD course run. The Learners scan their course based on the Storyboard and EMBED course level tool.

Improvement Plan

For those that already have a course, after completing the storyboard and EMBED course level tool, learners create plan of what they will do to improve the next course run.

Module 3 Assignments
- Storyboarding - course design template with asynchronous and synchronous activities
- Media Plan
- Assessment Plan
- Complete the 2 polls for the EMBED course design dimension

Storyboard

All learners will complete a storyboard. This document is broken down into activities, a Media Plan, and an Assessment plan. For the activities, estimate how much time a learner needs to complete an activity, watch a video, and read a test. See the course design tool as a guide.

Media plan

Within the media plan, the learners identify what media they already created and what is left to create and by whom.

Assessment plan

Within the storyboard, learners complete the assessment for the course they develop as a product of Blending your Education. This can be completed in module 4 where the learners create an assignment.

EMBED Course Design Dimension

In the course tool, learners complete the EMBED Course Design Dimension. The learners will rate their course in the course design tool, focusing on the EMBED Course Design Dimension. They do this by answering questions in the tool. The poll in the course is the list of the same questions, but it enables them to see what their peers respond.

Module 4 Assignments
- Create assignment and rubric
- Create an engaging activity

Engaging Activity with Rubric
In this assignment, the learner will create an activity that is engaging and they will create a rubric to grade the assignment and give clear guidelines to the learner on how to create a successful engaging assignment.

Module 5 Assignments
- Find and use Open Educational Resources (OER)
- Create a module in their course
- Journal about their course development experience

Finding OER
In this activity, the learner will search for OER and determine if the material is usable or if they need to modify the material to use it for their purposes.

Create a Module
In this activity, the learner will design and implement at least the core of 1 module.
They will add the learning objectives, lecture, assignments, and essential materials in order to see the structure that they could use for the rest of their course.

Journal about course development experience
In this activity, the learner will journal about their experience designing their course so far, what challenges they see, what successes do they see, and how much work they expect they have left to do.

Module 6 Assignments
- Communication Plan
- complete a communication journal activity

Communication Plan
In this assignment, the learner will draft all the emails and announcements they plan to use for their course so that when their course is live, they only have to focus on current discussions and emails.

Journal activity
In this activity, the learner will journal their thoughts about communication throughout their course and how they plan to engage their learners during the course.

Module 7 Assignments
- Course evaluation
- Course improvement plan

Course evaluation
In this activity, the learner will evaluate the course they created using the course tool provided.

Course improvement plan
In this activity, the learner will create a plan to improve their course for the next course run.

Grading
Grading is done by the organization offering the course on their own platform, thus you must setup your own grading system based on the assessments you create.

Here is the grading system we used for self-grading:

- Tool Exploration – 15%
- Blended Learning Wave – 10%
- Storyboard – 20%
- Engaging Artefact – 15%
- Building Course – 15%
- Communication Plan – 10%

- Evaluation and Reflection – 20%
- Personal Plan – 5%

You may use a similar grading system, or you can make your own grading system. We suggest to balance the percentages for grading over all modules to stimulate motivation and allow learners to focus on modules of interest.

Feedback

If you utilize polls or surveys and you enable the learner to see their peer responses after they submit, this allows minimal feedback that is automated. For the rest of the feedback within the course, you need to either attach automated feedback that you create to the assessments you create, or give feedback to assignments that you create.

Feedback within the webinar comes from their peers and from you.

Local certificates

If you issue a certificate for the course and/or by module, it must come from your organization. First check what your organization regulations are and how the adopted course is positioned in the (in)formal course offerings of your institution, and be sure to fit this professional development course within your organization appropriately, given regulations around certification and quality control.

If you are able to issue certificates to your learners, then consider what assessment the learners will complete that you create and grade that shows you that the learner achieved the learning objective and can receive your certificate, and tailor the certificate to represent the study load for the adopted course (the initial setup of Blending your Education equals to a total 30 hours study load).

Consider issuing CEU if you offer the course locally. The course would be equivalent to 3 CEU due to the 30 hours of study load. If you alter the course and the study load hours are modified, then keep in mind that you will need to adjust the CEU as well.

We designed this course to have 1 final certificate with badges for each module. Keep in mind if you would like to do the same, that you need to be able to issue the badges and certificate. Also here, check on any initiatives or regulations is you consider issuing badges.

Here are the names of the badges we issued by module:

- Module 1- Explorer Badge
- Module 2- Planner Badge
- Module 3- Author Badge
- Module 4- Creator Badge
- Module 5- Builder Badge
- Module 6- Educator Badge
- Module 7- Evaluator Badge

The badges offered in Blending your Education may be reused under a CC BY SA 4.0 license.

References

Below are the references from the above text. Reading Materials for the course are provided in the links above and can be downloaded from SurfDrive. Resources for this course are also provided in the links above.

Biggs, J., & Tang, C. (2007). *Teaching for Quality Learning at University*. McGraw-Hill Education.

Dijkstra, W., & Goeman, K. (2021, February 1). *European Maturity Model for Blended Education: Implementation Guidelines*. EMBED Project. Retrieved February 10, 2023, from https://embed.eadtu.eu/download/2517/EMBED%20implementation%20guidelines.pdf?inline=1

Salmon, G. (2020). Module Carpe Diem Learning Design: Preparation & Workshop. https://www.gillysalmon.com/uploads/5/0/1/3/50133443/carpe_diem_planning_process_workbook_webversion1june2020.pdf

Wahls, N., Ouwehand, M., Dijkstra, W. (2022, November 14). *Blended Learning: Lessons Learned During COVID*. Digitel Pro. Retrieved February 10, 2023, from https://digitelpro.eadtu.eu/images/Lessons_learned_during_COVID-19_-_TU_Delft.pdf

Wiggins, G., & MacTighe, J. (2005). Backward design. In *Understanding by design* (2nd editie, pp. 13–34). Association for Supervision and Curriculum Development.