Syllabus

Course Number: EDG 6931
Course Title: Blended Learning Environments
Number of Credit Hours: 3
Required or Elective: Elective
Term: Fall 2011
Day and Time: Online
Course web site: http://online.education.ufl.edu/

Professor: Dr. Swapna Kumar
Office: Online
Office Hours: By appointment via chat, Skype or anytime via Email, Moodle Messaging
Email Address: swapnak@ufl.edu

Required text:


Additional texts:


Course Description

This course explores blended learning from perspectives of theory and practice and is designed for educators and instructional designers in K-12, higher education, and corporate environments as well as other professional settings. The course focuses on the application of theory and research to the design and implementation of blended learning experiences. Skills and knowledge gained from the course will enable students to take decisions about appropriate content and activities for online and face-to-face environments in a curriculum with the aim of achieving synergy between the environments.

Topics include:

- Theoretical bases and critical issues in design for blended learning
- Decision-making to leverage the capabilities of online and classroom environments
• Design and implementation of blended modules and curriculum

Course Goals

This course is about leveraging the educational possibilities in both online and classroom formats to achieve a synergy between the two environments. The focus is on pedagogy and curriculum design in both environments. In the first three weeks of the course focus on theory and practice of instructional design, online learning, and classroom teaching in all educational environments. During the latter five weeks students will choose a K-12, higher education, corporate, or other track to learn more about the theory and design of blended learning in those environments.

The aims of this course are:

• to provide you with an overview of current practice, development tools, and decision-making in blended learning
• to provide an introduction to research and theory about blended learning
• to provide you with skills to develop blended curriculum.

This course meets the following ISTE standards (http://cnets.iste.org/ncate/n_lead-rubrics.html):

Educational Computing and Technology Leadership

TL.II.A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

1. Research and disseminate project-based instructional units modeling appropriate uses of technology to support learning.
2. Stay abreast of current technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies and disseminate information to teachers.

TL-II.B. Apply current research on teaching and learning with technology when planning learning environments and experiences.

1. Locate and evaluate current research on teaching and learning with technology when planning learning environments and experiences.

TL-II.C. Identify and locate technology resources and evaluate them for accuracy and suitability.

1. Identify technology resources and evaluate them for accuracy and suitability based on the content standards.

TL-II.D. Plan for the management of technology resources within the context of learning activities.

1. Identify and evaluate options for the management of technology resources within the context of learning activities.

TL-II.F. Identify and apply instructional design principles associated with the development of technology resources.

1. Identify and evaluate instructional design principles associated with the development of technology resources.

TL-III.A. Facilitate technology-enhanced experiences that address content standards and student technology standards.

2. Design methods for teaching concepts and skills that support integration of communication tools

6. Evaluate methods and strategies for teaching concepts and skills that support use of distance learning systems
TL-III.E. Use current research and district/region/state/national content and technology standards to build lessons and units of instruction.
   2. Investigate major research findings and trends related to the use of technology in education to support integration
TL-V.B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
   1. Based on evaluations make recommendations for changes in professional practices regarding the use of technology in support of student learning.
TL-VII.A. Identify and apply educational and technology related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education.

Diversity Considerations and Accommodations
The course includes methods for designing instruction to meet the needs of all students. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Technology Considerations
Instruction is enhanced using online resources and electronically delivered reading, presentations, and assignments. Learners create assignments using a wide range of technology, including word processor, spreadsheet, presentation software, web page editors, scanners, digital cameras, and other means, and to submit assignments electronically. Learners also participate in reflective discussion via online synchronous and asynchronous communication tools.

Course Expectations and Grading Procedures
This online course is time and place-independent and incorporates a degree of individual choice in assignments and projects, to capitalize on the diversity of experience and prior knowledge of the students; but, is not entirely self-paced. There is an established start and end date, and it is a cohort based course, meaning you are one of a group that will proceed through the course at a similar pace. Online discussions will be most productive if everyone completes the reading as assigned. Deadlines will be imposed to keep us on track, but sufficient time should be available to complete the assignments in your own time frame. All assignments have a 10% penalty per week for lateness, with no work accepted two weeks after the due date. I suggest you contact me well in advance if you are unable to complete assignments. Assignments will be placed in Moodle (http://online.education.ufl.edu). All written work must be turned in electronically.

Professional conduct is expected. Know and follow university policy regarding academic honesty. The Student Honor Code is located at http://www.dso.ufl.edu/judicial/procedures/studenthonorcode.php. In your online work, follow standards of netiquette: be accountable for what you send, acknowledge online sources you reference. Professional Conduct is necessary to earn an excellent or good grade.

For information about the implementation of minus grades at the University of Florida, visit http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html
A        93+       Excellent performance
A-       90-92
B+       87-89
B         83-86       Good performance
B-       80-82
C+       77-79
C         73-76       Fair performance
C-       70-72
D+       67-69
D         63-66       Poor performance
D-       60-62

Assignments

Assignment descriptions are located in Moodle (http://online.education.ufl.edu), and are based on the tasks in each weekly lesson.

Weekly Reflection (35% of total grade)

Weekly Reflections will use both asynchronous discussion board tools (located in Moodle) and a wiki. Active participation is a critical component of building an effective online learning community. You are expected to be a regular and active participant in online discussions and reflections. The purpose of the reflections is to promote critical thinking skills and application of the information to your own environment and experiences.

Research Article: One of your weekly discussions requires you find a peer-reviewed research article on a topic related to blended learning in the K-12, higher education, corporate, military or non-profit context. Your summary should reflect an understanding of course readings and provide a synthesis of the research on your chosen topic.

Blended Learning project (45% of total grade)

You will design and create a blended learning module that will be applicable in your environment. Projects will be evaluated on the depth of analysis, demonstration of decisions made, and the application of knowledge you should have gained in this course. You will first submit a project plan explaining your context, design, implementation, assessment and decisions based on the research you have read in this course. The final curriculum unit or project will contain an online module, a description of accompanying face-to-face activities in the classroom.

Case Study (20% of total grade)

You will choose one case from the readings provided or your own resources that you consider an excellent example of blended learning. You will present this case in detail to your peers as an online artifact.