Blended Learning

March 19th, 2018

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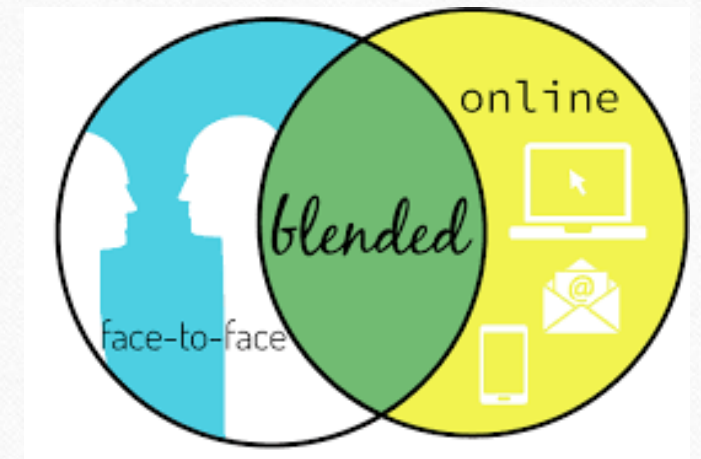
Tasnim Naimi

Agenda

- Blended Learning Principles

- Establishing a Blended Learning Course

- Potential Learning Management Systems (LMSs)

- Q&A session

Is blended learning the solution?

Blended Learning Principles

Face-to-face vs. **Online** meetings

(Do not exceed 35%)

Blended Learning Principles

Autonomous learning/ Student-centred approach

"Less Us. More Them"

Blended Learning Principles

"Technology alone won't make the learning any better."

Little technology, but a lot of **human thinking**.

Blended Learning Principles

Complete Redesign

Course Curriculum

A very clear picture of the structure of the course

- Course Schedule

- Materials (textbook)

- Course Description

- Learning Outcomes

- Assignments or tasks

Course Syllabus Components

- Course Description

- Learning Outcomes

- Course Schedule (Timetable + tasks will be required for blended learning days)

- Assessment Breakdown

Course Description

- (5-6) sentences: What **the course** will provide them and what they are **expected** to **do** in the course

Course Description for CALL

In our course, **you will learn about** the effect technology has on language teaching methodologies as well as learn practical, innovative technological tools through **readings, class discussions, student-led presentations and projects**.

This class will be a Blended Learning course, which means we'll **meet twice** a week. Every Thursday will be your 'Blended Learning' day, in which you'll be assigned **specific tasks** to **complete online**. We will also be using a Flipped Classroom design, which means that you will be responsible for reading our class readings **BEFORE** the class so that we can use **our class time for practical tasks and thoughtful discussions**.

Course Outcomes

Write **no more than eight** (8) learning outcomes

- with an action verb
- both **achievable** and **clear** to students

Bloom's Taxonomy of Educational Objectives

Course Outcomes

By the end of this course, you will be able to…

o **Define** CALL, describe its history and specific terminology

o **Explain** the role of information technology in the teaching/learning process

o **Evaluate** the effectiveness of CALL applications in teaching

o Practice using specific tech tools and giving short demo-presentations to the class

o **Design** English Language activities that incorporate tech tools.

o **Create** a personal electronic portfolio (website) of class work & other assignments

Course Timetable & Tasks

- **Traditional in-class meetings** to be replaced with **enriching interactive activities**
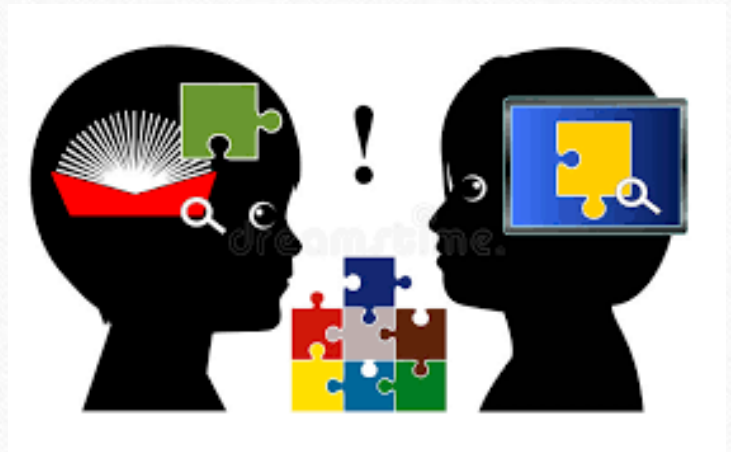
Assessment Breakdown

Midterm Examination	30 points
Final Examination	40 points
Blended Learning & In-Class Work	30 points

Assessment Breakdown

Blended Learning & In-Class Work

- Homework Assignments (on BL days)
- Quizzes
- In-Class Participation/ Professionalism

Participation - Online & In-Class (15 points)	-5 points will be allocated for your weekly online discussion posts (Moodle's Discussion Forum) - 5 points will be allocated for your active participation in-class; -5 points in-class teaching demo of a tech tool
Assignments (15 points)	- Each week, you'll be given two assignments to complete. Those assignments will include: 1. A Blended Learning Day task 2. A Language Learning log Each assignment will be worth 5pts. Missed, incomplete or late assignments receive 0 points. **Average**
Midterm Exam (30 points)	-A 1000-word CALL Research Paper
Final Exam (40 points)	- Written Exam

Potential LMS

- [Moodle](#)

- [Canvas](#)

References

- [A Guide for Establishing a Blended Learning Course (English)](#)

- [A Guide for Establishing a Blended Learning Course (Arabic)](#)

- [Blended Learning Checklist](#)