



**A Guide for Establishing a Blended Learning Course
Summer 2017**

Foreword

Dear Blended-Learning Instructor:

The University of Jordan (UJ) has decided to introduce and slowly but steadily expand in blended learning. This is a strategic choice, as blended learning is more fitting to both the cultural context and needs of our learners. Traditional learning, which we have been implementing since UJ's inception in 1962, has amply fulfilled the needs of learners for decades. As both the times and learners have changed, however, we need to introduce modes of learning that are more in tune with the times. Blended learning – complemented with flipped learning and project-based learning – is such mode.

While UJ plans to introduce and somewhat expand in online learning as well, blended learning remains our primary choice, especially since it neatly combines face-to-face classroom instruction (which our students need) and online learning which enables our students to be independent learners.

Flipped learning makes our classes student-centered, and project-based learning fulfills learning outcomes which our students cannot acquire otherwise. But both flipped learning and project-based learning make our students' learning experience both engaging and enjoyable.

All colleagues who take part in the blended-learning drive will be pioneers, breaking new ground, as well as agents of change. Change is a must, as we cannot continue to offer the type of instruction which we have been offering for more than half a century; but change is also natural and inevitable.

This handbook, prepared by colleagues who have successfully implemented the three modes of learning mentioned above, aims to provide you with some basic information and tips that aid you in designing and offering a blended-learning course. It is far from being complete or exhaustive. Overtime, however, and with your future contribution, we plan to develop it further to address more relevant matters pertaining to blended learning.

I thank the colleagues who prepared the handbook, whose names appear at the end, and thank all colleagues who have chosen to be part of the blended learning drive.

In addition to the handbook, we will also provide you with constant support and advice through a committee of colleagues who are both passionate about blended learning and about making a difference in the class and beyond.

A journey of a thousand miles begins with a single step.

Ahmad Y. Majdoubeh
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I. Introduction

A. Blended Learning

Blended Learning is a learning method which dedicates a portion of instruction to online learning in order to create a blend of face-to-face instruction and web-based learning. The online portion of a Blended Learning course may amount to 70% of instruction time; however, in our context at the University of Jordan, we advocate – at this stage – for 35% of instructional time to be dedicated for online learning. It is important to note that the incorporation of an online component to any course will require a complete redesign of the course itself as the learning materials will need to reflect the autonomous learning required of learners within this type of course. It should also be stressed that the online component should be interactive.

Since the purpose of a Blended Learning model is to replace traditional in-class meetings with enriching interactive activities, which take place online, the teaching practitioner and curriculum designer are advised to revise the course syllabus and curriculum plan to ensure that learning outcomes are both achievable and clear to students. Establishing clear and achievable learning outcomes that are student friendly (i.e. easily understood by students) is essential in ensuring learners understand what they are expected to do and what will be expected by the end of the course. While redesigning the course, it is advised that the teaching practitioner make sure

each learning outcome is not only reflected in the syllabus but also in the learning activities that are planned for online learning days.

One of the core benefits behind establishing a Blended Learning classroom is that it affords the opportunity for students to work together despite limitations of classroom space. The Blended Learning component of your course might include interactive discussions as a whole class or small groups in discussion forums on the Learning Management system you have chosen. In addition, the Blended Learning component might require learners to work on a project or task at a distance, through free software, such as Google Docs or Google Slides, in order to maintain the important classroom element of collaboration. Again, it is important to point out that Blended Learning online activities do not have to be individual activities but rather might be more fruitful if learners are engaged working together.

B. Flipped Learning

A learning method that, as its name suggests, is a type of classroom instruction where the lecture and homework are reversed. In other words, the practice work, tasks, or projects that are normally completed at home are worked on in the classroom instead. This means that the direct instruction that typically occurs during class time is given as homework through video lectures, reading assignments, or some other direct instruction delivery method.

Using a Flipped Learning approach can afford many opportunities for both the teacher and students. First, it creates a more meaningful learning environment as there is more class time that can be used efficiently, for measuring understanding of information rather than disseminating the information. Flipped Learning also creates opportunities for learners to become more autonomous and in control of their own learning as the direct instruction is given to students as homework, or out of class work. Furthermore, the effective use of class time

provides opportunities for learners to engage in collaborative tasks or projects, which can further enhance learner's socialization and problem-solving skills.

A teacher who is willing to implement a Flipped Learning classroom must first decide on the content, or course materials, that will be used during the course. While a traditional book can serve an important role in a classroom, the integration of additional sources is highly recommended in order to not only meet the needs of what our 21st century learners require but to appeal to different learning styles and to be inclusive of other expert opinions.

In a Flipped Learning classroom, work (lectures, readings, or other sources) need to be predetermined in advance in order to provide students with enough time to access the material before class time. In our context at the University of Jordan, our students are digital natives, having grown up with technology, and are already active consumers of technology. As a result, the incorporation of digital learning materials, whether they are self-created or borrowed, will enrich the learning experience for your learners as this mimics how most of our students are learning outside the classroom – through the Internet and digital learning materials. The list below may help inspire you in terms of what kind of sources could used in your Flipped Learning course.

Types of “Homework” in a Flipped Learning Classroom

- A video or film
- A video or audio lecture
- An article
- A book
- A PowerPoint or electronic presentation (i.e. Prezi or Powtoon)
- A Handout
- Or a combination of any of the tasks mentioned above

Once the type of homework (i.e. video lecture, PowerPoint, or a handout) is chosen, a corresponding comprehension task is recommended to ensure students are held accountable for the work at home. Comprehension tasks can be in the form of open-ended questions, multiple

choice questions, a written task such as a written reflection or survey, or a number of other relevant tasks that suit your learners and course.

Potential Audio-Visual Sources for “Homework” in a Flipped Learning Classroom

- YouTube or Vimeo videos
- TedTalks
- Podcasts (available for free and purchase on iTunes)
- Teacher-created Podcasts (using the free application *Audacity*)

If ready-made material is not available for your course, you have the option to record your lectures using free software, such as *Audacity* (audio-recording software available for free on PCs and MACs). In addition, you could screencast, which is to audio record over video of a computer screen, a PowerPoint or handout by using free software, such as *Screencast-O-Matic*. The options to create relevant and useful content for your courses are endless and it is encouraged to experiment with such free tools in order to create an optimal learning environment both inside and outside of your classroom.

C. Project Based Learning

Project based learning, similar to Flipped Learning, is a mixed teaching method that integrates technology, combines knowledge from different sources and prioritizes a student-centred learning experience that emphasizes collaborative learning and relevant tasks. It is a continuous long term assessment, either formative or summative, in which a teacher has to design a set of authentic tasks.

Project Based Learning is an alternative assessment tool to standardized tests, which typically have been the preferred form at most universities since they can be scored rapidly. With Project Based Assessment, students can gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. So, in this way teachers point learners beyond classroom to ‘real-world contexts’: they set up a scenario or a complex question that has an authentic purpose: real audience, real time and real place. To illustrate, instead of assessing your students on travel-related vocabulary gap fill task, have them act as travel agents and design a perfect itinerary for their imaginary client.

In this way, you make learning more oriented to process, rather than product, in which students need to think independently, creatively and innovatively to come up with open-ended creative answers. Assessing and monitoring process will help you better understand the current knowledge of a student and reflect the 21st century skills that a student has developed after the completion of the project.

Designing a project involves three simple stages: planning, sharing, and assessing.

Stage I: Planning and writing up the project description

1. Set a clear-cut goal for learners

The goal of the project has to be **specific** and **explicit**, which means that goal will not only be connected to learning outcomes in your course but the description itself will also be clear to learners about what they're expected to do.

2. Design project tasks (Components)

Write the project question in detail. It can be made up of one part or more. It's important at this step to consider the point value given for each part of the project.

3. Set Deadlines

Give students short term deadlines for sequential sections of their project to be worked on. Setting deadlines will help keep learners focused and on track of dealing with a multi-part project.

4. Design a Specific Grading Rubric

The evaluation sheet should identify a set of criteria you will use to evaluate the quality of their work. Designing a descriptive rubric (evaluation sheet) can provide students with a picture of the skills they have demonstrated and the ones they need to improve. It is not only teachers who can reflect on the quality of students' work, students can also engage in peer feedback. In this scenario, students may be asked to evaluate peers' work, by using the rubric, and this can give students the opportunities to learn from each other. Students themselves can also critique their performance (the obstacles they faced and how they overcame them). In this way, you make the assessment process more interactive.

Stage II: Sharing the project details with students

To share the project details with students, it's advised to use a classroom-management system (e.g. Moodle, Edmodo or Google Classroom) or a social networking tool (Facebook) that connects you with students. It's recommended to allow adequate time, such as a 15-minute Q&A session, where the class can freely discuss project details.

Stage III: Assessing Projects

Use the rubric you created to evaluate the quality of each student's work. Providing students detailed feedback and comments highlighting both the strengths and weaknesses of the work will give them a clear indication of what skills they have improved and the areas that they need to improve.

II. Establishing a Blended Learning Course

A. Curriculum Design

The first step in creating a Blended Learning course is to analyze the current course's curriculum and study plan. The following areas will need to be modified or extended in order to reflect the new instructional method: Course Description, Learning Outcomes, and Course Schedule.

The official Course Description should be kept as it is. However, you need to provide the students with an extended course description, giving them a sense of what the course would look like as a blended-learning course.

The Learning Outcomes are essentially the most important aspect of your course syllabus as they are the foundation from which your course is built. These outcomes describe not only what learners will do but also inform how learners will be assessed in the course. As the Blended Learning model requires teachers to be very clear about their expectations of learners so that learners know what they will be expected to do, writing clear and straightforward learning outcomes for your course is essential. While you may believe that your current course learning outcomes are suitable, it is advised to review your learning outcomes with the following information in mind.

1. Write **no more than eight** (8) learning outcomes for an entire course. It is recommended to have a small number of important learning outcomes rather than a large number of superficial ones.
2. Begin your learning outcome with an action verb, as suggested by Bloom's *Taxonomy of Educational Objectives*, as this helps to clearly indicate what learners are expected to know and

do in your course. You may refer to the following chart that represents the taxonomy and its corresponding verbs for writing learning outcomes.

Level	Definition	Verbs
Knowledge	At this level, students recall or recognize information, ideas and principles.	Identify, Memorize, Name, Outline, Recall, List, Define, Label, Describe
Comprehension	At this level, students translate, comprehends, or interprets information based on prior learning.	Demonstrate, Explain, Compare, Contrast, Defend, Distinguish, Recognize, Summarize
Application	At this level, students select, transfer and use data/principles to complete a task or problem.	Apply, Demonstrate, Employ, Manipulate, Show, Write, Relate, Modify
Analysis	At this level, students distinguish, classify and relate assumptions and hypotheses of a question or problem.	Analyze, Separate, Change, Interpret, Sketch, Predict, Illustrate, Discover, Develop
Synthesis	At this level, students originate, integrate and combine ideas into a product, plan or proposal that is new to him or her.	Create, Design, Hypothesize, Set Up, Prepare, Formulate, Compose, Categorize
Evaluation	At this level, students appraise, assess or critique on a basis of specific standards or criteria.	Assess, Judge, Critique, Argue, Evaluate, Predict, Rate, Justify, Interpret

Adapted from <http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>

4. Considering Bloom’s Taxonomy of Educational Objectives, ensure there is a range of learning outcomes across the different levels of thinking. In order to fully prepare our learners for what is expected of them in today’s world, it is necessary to provide them with opportunities to demonstrate higher order thinking skills under your supervision and guidance.

Lastly, the course schedule should be redesigned in order to provide a very clear picture of the structure of the course in terms of face-to-face instruction and blended learning activities. It is advised that your course syllabus reflects this structure by distinguishing what work,

assignments, projects, or tasks will be required on class meetings days and blended learning days.

Below you will find an extended course description that demonstrates the clarity required for a Blended Learning course syllabus. It is advised to make this distinction clear while designing your course and its syllabus.

Course Description:

This course introduces students to the science of meaning in language. It focuses on how meaning is arrived at in natural languages. Main topics include meaning in relation to grammar, sense and reference relations, entailment, semantic ambiguity, and propositional logic.

This course also offers students a modern and cutting-edge method of learning, through the Blended Learning program. With blended-learning, students are given the opportunity to learn by themselves via a partly online designed course syllabus, where part of the required course hours are done by the student at home via the internet, instead of physically coming to class. This not only gives students more time to interact and collaborate with other students (through online discussion forums and meetings outside class), but also helps students discover their own personalized learning style.

Below you will find an example of the detailed weekly schedule, which demonstrates the specificity needed in order to make the Blended Learning format clear for your learners.

Dr. Nimer Abusalim

SEMANTICS BLENDED LEARNING COURSE OUTLINE

Syllabus

Week	Topic	Schedule		Assignments (Done by every Sunday BEFORE class)
		Day	Resources	
0	Introduction to Blended Learning	Sun	Registering and Creating a <i>moodle</i> account. Reading the Blended Learning 'How to' Guide	Introduce yourself online. Read other student's introductions and comment on 3 of them.
		Tue	Breaking the Ice: In-class group Jigsaw activity	Post your intended course goals.
1	Overview of Semantics in Linguistics	Th.	Sem101 (Video) + Unit 1 (Course Book)	Unit 1 Study Guide & Exercises pp. 14-15
		S	Discussion & Review HW	Student-led <i>moodle</i> discussions
		T	Lecture 1 (PPT)	N/A
2	Levels of Abstraction, Utterances, Sentences and Propositions	Th.	Unit 2 (Course Book)	Study Guide Questions pp. 24-25
		S	Discussion & Review HW	Student-led <i>moodle</i> discussions
		T	Lecture 2 part 1 (PPT)	N/A
3	Sense Relations	Th.	Sem112 – Sense (video) + Pre-read Sunday Lectures	Challenge question to be announced in Discussion Forum
		S	Lecture 2 part 2,	Student-led <i>moodle</i> discussions

		T	Lecture 7 Parts 1, 2, and 3 Lecture 8 (PPT)	N/A
4	Reference Relations	Th.	Sem113 – Reference (video) + Unit 3	Questions pp. 34-35
		S	Discussion & Review HW	Student-led <i>moodle</i> discussions
		T	Lecture 3	N/A
5	Theories of Word Meaning (Frames/Scripts, Componential Analyses, Meaning Postulates, and Semantic Networks, and Concepts)	Th.	Sem114 – Theories of Word Meaning (video)	Pre-read Units 8-11
		S	Discussion & Review HW	Student-led <i>moodle</i> discussions
		T	Lecture 4 & Lecture 5	N/A
6	Thematic Roles	Th.	Prepare Ch. 6	Prepare Ch. 6
		S	Discussion of Ch. 6 in John I Saeed	
		T	Lecture 13 Thematic Roles	
7	Revision, Questions, and Mid-Term Exam	Th.	Unit 8 Extension and Prototypes	Prepare Ch. 6 'Thematic Roles' of John I. Saeed
		S	General Review	Student-led <i>moodle</i> discussions
		T	Mid-term	N/A
8	Introduction to Sentence Semantics	Th.	Sem120 – Sentence Semantics (video)	TBA
		S	Practice and class group work	Student-led <i>moodle</i> discussions
		T	Lecture 8 part 2	N/A
9	Propositions + Entailment	Th.	Sem121a	Unit 10 Study Guide questions
		S	Sem121b (IN-CLASS VIDEO)	Student-led <i>moodle</i> discussions
		T	Entailment in Unit 10	N/A
10	Predicates and Predicate Logic	Th.	Pre-read Part 4 'Logic' in Course Book	Pre-read Part 4 'Logic' in Course Book
		S	Discussion & Review HW	Student-led <i>moodle</i> discussions
		T	Sem122a + Sem122b	N/A
11	Presuppositions	Th.	SemLecture 10 part 1	Discussion Forum, Group Work, and Group Competition

When describing the assessment components of your course, we also advise to be very specific about what is expected in your course, especially in terms of classroom assessment. As online participation is an integral part of a Blended Learning course, an additional 35 points were allocated for the online participation requirements. Below is an example of how the new assessment distribution was realized in a course in Spring 2017.

whether you answer right or wrong, but rather on how honest an effort you put into the assignment)

- **In-Class Assessment (65)**
 - Pop-Quiz (5)
 - Mid-term Exam (20)
 - Final Exam (40)
 - Part of the Final exam material will be from the course material.
 - Some exam questions may be taken from within the discussion forums throughout the semester.

After identifying the breakdown of the assessment components of your course, as mentioned above, it is advised to include great specificity as to what learners are expected to do. Below is an example of how the online components of your course might be evaluated.

Course Assessment:

- **Online Assessment (35)**

Note: You start the course with 35/35. Do your best to keep this grade. You lose points only if you fall short in one of the following:

 - Leading a forum discussion (5)
 - You will be required to start and follow up on one forum discussion throughout the semester. You will post critical questions on the discussion forum, reply to other students' posts, and present a 5 minute summary of students' replies during the next class.
 - Online participation (15)
 - You are expected to be very active on the online discussion forums. For each discussion that you submit original and meaningful post/replies to the forum you will receive a grade out of 15. At the end of the semester these grades are averaged out of 15.
 - Assignments (15)
 - For each completed assignment you will receive a grade out of 15. Your final assignments grade is taken as an average at the end of the semester for a total of 15 points. (*Note: Your grade is not based on*

For the Writing for Public Relations course, which was taught in the Spring semester of the academic year 2016/2017, the following additional items on the syllabus were considered:

Clear Description of Course Format and Time Frame

Course Format

The syllabus makes it clear that the course has both face-to-face and online class meetings.

Time Frame

The syllabus also states when the face-to-face and virtual meetings will take place. Furthermore, it specifies the number of the weeks and what the student is expected to cover, do, and learn in each class in a given week.

Guidelines for Online and Face-to-Face Participation

The syllabus specifies that participation in the course is measured by how much students engage with peers and the professor in both face-to-face and online class meetings. This includes contributing regularly and responding to peers’ posts on discussion forums, attending all face-to-face classes, and completing all readings/homework.

Suggested Online and Face-to-Face Timetable

A suggested guideline is to have 35% of your course work be online. This also includes online class schedules. 35% of class schedules based on a typical 3 hour /week course is as follows.

Course Type	In Class	Online
Sun./Tue./Thu.	Sun & Tue.	Thu.
Mon./Wed. First 4 Weeks	Mon. & Wed.	NONE
Mon./Wed. After Week 4	Mon.	Wed.
Summer - First Week (Sun./Mon./Tue./Wed./Thu.)	Sun. & Mon. & Tue. & Wed.	Thu.
Summer - Week 2-5 (Sun./Mon./Tue./Wed./Thu.)	Sun. & Mon. & Tue.	Wed. & Thu.

Alternatively, if you think the previous suggestion may involve too much of a gap between online and face-to-face and you would like to see your students more often, then you can opt for the following.

Course Type	In Class	Online
Sun./Tue./Thu.	Sun & Tue.	Thu.
Mon./Wed.	Week 1-2: Regular in-class meeting time. Week 3, 5, 7, 9, 11, 13, 15: Online Learning on Wednesdays (Consideration: The irregular meeting times might cause confusion until routine is established.)	
Summer - First Week (Sun./Mon./Tue./Wed./Thu.)	Sun. & Mon. & Tue. & Wed.	Thu.
Summer - Week 2-5 (Sun./Mon./Tue./Wed./Thu.)	Sun. & Tue. & Thu.	Mon. & Wed.

Note: The above schedules are only suggestions. Depending on the subject matter at hand, some courses may require more student in-class time than others. The above schedules are to be taken as flexible suggested schedules.

Technical Requirements

Using Moodle, the University of Jordan's E-Learning platform, is obligatory in blended learning courses. To this end, the first week of the semester (as shown in the course outline in the syllabus) was assigned for acquainting students with its components and how it works.

B. Instructional Materials (focus on activities for blended learning days)

The following activities were adopted for the online meeting days:

- Text-based readings
- Web-Quest activities
- Moodle Discussion Posts
- Online quizzes
- Writing assignments
- Conducting surveys and interviews

C. Potential In-Class Activities

As previously stated, delivering a Blended Learning course requires the instructor to reconsider how the course has been previously taught. Earlier in this section, it was advised to revisit course

syllabi in terms of course descriptions, learning outcomes, and course plans. This section will discuss potential activities for in-class use.

Jigsaw Reading Activity: An activity that encourages group sharing and collaborative learning of specific content. This technique can be used as an instructional activity across several days (in-class and out-of-class) and is best to use when there is a large amount of content to teach. Jigsaw readings help learners cooperate as group members share responsibility for each other's learning by using their critical thinking and social skills to complete the task. This activity also requires learners to work on their listening and communication skills as well as problem-solving skills. Below are the steps needed to set-up a jigsaw reading activity:

1. Introduce the technique and the topic to be studied.
2. Assign each student to a "home group" of 3-5 students who reflect a range of reading abilities.
3. Determine a set of reading selections and assign one selection to each student in the "home group".
4. Provide key questions or relevant task to help each student become an "expert" in their specific reading.
5. Then, create "expert groups" that consist of students across "home groups" who have read the same selection.
6. Each "expert group" checks their questions and tasks to make sure knowledge base is solid.
7. In "expert groups", students prepare a summary chart or graphic organizer for each "home group" as a guide for organizing the experts' information report.
8. Students leave "expert groups" and re-enter "home groups" to share the content they learned with each other.

Gallery Walk Activity: An activity that is done to engage learners in discussion, negotiation of ideas, and to promote sharing of knowledge in order to create a collective understanding in the classroom. In this activity, learners can be asked, individually or in groups, to create a poster or

another visual representation of knowledge. Then, that poster or representation is hung on the walls of the classroom and the activity of “walking through a gallery of knowledge” commences. It is advised to give learners a task as they walk through the gallery of knowledge, such as asking them to take notes on general concepts they observed or to decide on the best version of a specific representation of knowledge. Alternatively, this gallery walk activity is not limited to asking learners to create their own posters or materials. Gallery walks can also be in the form of teacher-created material where the teacher hangs material (photos, texts, etc) on the wall and asks learners to walk through the gallery of knowledge for a specific purpose.

Role-play Activity: A role-play is a special kind of activity in which there is a specific and explicit situation established where learners are assigned specific roles and asked to respond spontaneously based on what they understand their “character” would do and say in that situation. This activity allows learners to find themselves in the activity rather than passively reading or listening about a situation, scenario or issue. This activity can be used across various academic disciplines as requires learners to demonstrate their comprehension of a topic by assuming an active role in the classroom. This activity can build learners critical thinking skills, communication skills and problem-solving skills as well as meeting certain higher order thinking skills, such as synthesis and evaluation. In role-plays, learners might be required to solve a problem or issue, demonstrate skills (i.e. language learning or professional knowledge), to explore or change values. It’s important to note that role-plays are not about activity but rather it is a technique for learning. Furthermore, the most important part of the role-play activity is the debriefing that occurs after the role-play is finished, which may be in the form of a reflection or

class discussion as a group about what everyone learned in the process of performing the activity.

Rapid Learning Stations: An activity that motivates learners by keeping them actively involved and moving during the learning process. A number of “learning stations” are set up around the room and require learners to engage in different tasks. As each “station” has its own task, the teacher can be assured that learners are exposed to different topic-related material (or mini-formative assessments) during class time. Similar to the role-play activity, a debriefing session where learners extrapolate what they learned during the process is essential to the success of this activity. In addition, these learning stations might be created by learners, given enough time in advance, in order to promote learning from peers rather than solely learning from the teacher. The beauty of using such learning stations in your classroom is that this activity can be effective with both small and large class sizes.

Interactive Quizzes: Another way to utilize class time is to allocate time for formative assessments. An alternative to paper-based quizzes, interactive online-based quizzes may be designed before class time and be administered during class time in order to closely monitor learner’s knowledge and progress in the course. *Kahoot*, a free multiplayer game-based quiz application, allows teachers to create multiple-choice quizzes and administer the quiz inside the class as students answer the quiz by using their mobile phones. The use of a projector is necessary so that the teacher can project the questions and learners can be made aware of the correct answers. There is also a competitive component of this application as it “rewards” those learners who answer with the quickest speed. *Quizziz* appears to be similar to *Kahoot* in terms of

its game-like design; however, this application does not require any use of a projector as users can see the questions. In addition, this application randomizes the quiz questions sent to each user so as to reduce cheating. One final application, similar in nature to both *Kahoot* and *Quizziz*, is *Quizlet Live*. This application emphasizes vocabulary or concept revision and it requires users to work together in groups in order to answer the questions.

III. Navigating Problems or Issues

A. Technology-Related Issues

- **The student cannot access the e-learning, upload and/or download assignments?**
Solution: refer the student to the technician in the IT Faculty.
- **The e-learning is not working?**
Solution: Decide with students in advance about the medium of communication that should be used if the Moodle is down. A suggested medium is e-mail.
- **The student's name does not appear on e-learning?**
Solution: the student might have enrolled recently in the course and the student name list needs then to be updated regularly. Call the Admission and Registration Unit for help.
- **Ensuring participants can successfully use the technology.**
Solution: Don't introduce all of the available technologies at once, and utilize the simplest technology possible. Also, make sure you refer your students to a technician for technical support.
- **The problem of monitoring online exams**
Solution: Online low-stakes assessments (i.e. quizzes) can be assigned a short time lapse within which students should take the exam to reduce the possibility of cheating. If you intend to hold a major exam (i.e. midterm or final), reserve a lab.

B. Miscellaneous Issues

- **Overcoming the perception that blended learning is not as effective as traditional classroom meetings (i.e the problem of changing the traditional mindset).**

Solution: The key is orientation. You should give your students an introduction to the entire experience—including expectations about how to use technology, participation and completion of requirements.

- **Managing and monitoring students' progress.**

Solution: You have to regularly assess your students' submitted assignments/ discussion posts to ascertain that all requirements have been met.

Also, to ensure expectations are understood, make sure that you stay in contact with students and before you give an online ask, prepare clear guidelines for students on:

1. How to use the technology;
2. What is required of them and when;
3. How the task should be submitted;
4. How their work will be evaluated (i.e. provide a clear set of criteria and standards, or a rubric);
5. When feedback and marks will be provided.

- **The problem of designing the course content**

Solution: Have a clear plan before the semester about which portions of the learning content require face-to-face time, collaboration, and can be self-studied.

- **The Problem of Ensuring all elements of Blended Learning are coordinated**

Solution: A course plan with a suggested schedule for online as well as classroom learning events can help students better organize their learning. The plan which should be prepared before the start of the semester and shared with students online on Moodle platform should have the links for content, videos, and materials.

- **The problem of successfully running and supervising effective forums**

Solution: Agree with students on a specific time and day to share their thoughts and discuss a topic that you post. Keep track of the students' discussions and reflect them. If you are blessed with having a dedicated student who is articulate and enthusiastic, you might ask him/her to be the moderator who leads the discussions and carefully watch the incoming posts.

IV. Potential Technological Tools

A. Alternative Learning Management Systems

a. Edmodo

Edmodo is a free professional tech tool, as a website and mobile application, for both teachers and students. This LMS provides a place where teachers and students can meet and communicate online with an easy-to-use interface. *Edmodo* can be helpful for any course as it enables the teacher or students to post discussion topics, similar to the post-function on *Facebook*, and allows users to comment on the post. Questions or topics could be posted before or after class to engage learners outside of the classroom. Documents and videos may also be shared on your *Edmodo*'s class page. Another great function of *Edmodo* is that it allows the teacher to set an assignment with a deadline and users submit their work directly onto *Edmodo*. Once the teacher grades the assignment, the assignment and its grade will be shared privately with each user.

B. Organizational Tools

a. G Suite

Introducing learners to Google Suite, which is accessible for free through any gmail account, is one way to improve their digital literacy as well as promote more cohesive group work with its specific tools. With its applications, learners can collaborate on group work by using Google Docs and Google Slides, which allows users to work remotely on the same documents or slides. In addition, Google Forms, an electronic survey/quiz generator, is another useful tool to use with students and, with an in-class tutorial, learners can design their own surveys or quizzes for educational purposes. Lastly, Google Drive, a storage cloud, offers users up to 15GB storage for free so learners can access important documents from any location or device.

b. Evernote

Teachers and students can benefit from learning about different ways to organize themselves, take notes, create to-do lists and collaborate with others. *Evernote* is one such way to do this.

Evernote is a tech tool that provides an opportunity for anyone to take notes and save it through

the website (<https://evernote.com/>), or the mobile application, that *Evernote* provides for Windows, Mac, iPhone, iPad, iPod touch, Android, and BlackBerry. The main purpose of *Evernote* is take notes anywhere and anytime in an easy way and back to it when you need. For students, they can type, write, or even record audio notes from any lectures, and they can snap photos of a whiteboard and save it. Furthermore, users can edit notes that they have created or that others have shared with them, and they can change the style of the notes to make certain notes stand out.

c. Quizlet

Quizlet, which is a free digital learning vocabulary tool, is a great addition to any classroom. Quizlet offers three learning activities: learn, speller and test. Learners can create their own vocabulary list with the help of the built-in dictionary in the website or add definitions from their favorite dictionary. They also have the chance to work collaboratively with their classmates or public users of the site. The next feature enables them to listen to the correct pronunciation of the word and translating it to their preferred language while also adding photos to each word. After creating their flashcards, they can test their understanding with different games and quizzes.

d. Doodle

Doodle, a free digital meeting planner, is an excellent tech tool to introduce to your students if they will be engaged in group work and projects outside of your classroom. This tool is used by an individual who wants to find a time when several people are available. The first step is to create an event and decide on the days and times that the event or meeting might be held, then this event is shared with participants that you select, via their email address, and it is the participant's' responsibility to respond with the days and/or specific times they are available. After each participant has responded, the time when everyone is available at the same time is

highlighted and then an event can be planned around this availability. In short, *Doodle* is a great tool to plan an event or meeting with individuals who have very different or busy schedules.

e. Cite This For Me and Mendeley

In many departments, students are required to write academic essays or reports with references which are cited correctly. A great free tool that can help learners manage their references automatically by helping them to create accurate citations, reference lists and bibliographies is *Cite This For Me*. This is a reliable source that can help learners produce accurate citations as well as saving the time that is spent on writing out references. Alternatively, for student researchers, *Mendeley* may be used for creating your own library for academic sources in addition to helping you produce accurate citations. This can be installed first and then embedded into *Microsoft Office* to make working with accurate sources very convenient.

C. Content Delivery Tools

a. EdPuzzle

Integrating videos into our courses is an excellent way to reach the digital natives of our classrooms as well as to offer a break from traditional lectures or text-based readings. *EdPuzzle* is a free website, in which the teacher creates their own class and adds students, offers the opportunity for teachers to upload their own videos or select videos from a database of videos from YouTube, Tedtalk, Khan Academy and National Geographic. This tool allows the teacher to crop the video to a certain time and to add voice notes to a specific time within the video which can offer support to students in terms of understanding the idea in this part of the video. Furthermore, teachers can create quizzes on the content of the videos. The question types are varied; there are multiple choice, true or false and short-answer questions. The teacher can follow the students' progress by the statics which are provided to the teacher with performance of learners in the quizzes.

b. Vialogues

Similar to *EdPuzzle*, *Vialogues* is a free website that allows its users to upload videos and embed questions or comments on that video. In addition, a comment function is available which allows viewers to comment on the video as a whole. With this tool, teachers could upload borrowed video material or self-created material and require learners to watch and interact with peers' comments as they watch.

c. YouTube Channels

YouTube has become a common source for our learners to utilize outside of the classroom, therefore integrating *YouTube* into our courses can be a great way to bridge how students learn for fun and how they learn at university. In fact, we can use *YouTube* in teaching in several ways. First, you can create a channel on *YouTube* and tell your students to subscribe to it. Then, you can use this channel to download videos and make assignments that depend on these videos. Therefore, a class *Youtube* Channel can include your own videos or videos from other experts. In addition, another way to use *YouTube* is for student presentations -- using the same channel, class presentations can be uploaded and made as an additional resource for the learners in your class.

D. Assessment Tools

a. ForAll Rubrics

For All Rubrics, a free assessment tech tool, is easy-to-use and a convenient way to grade assignments with custom-designed rubrics. This tool eliminates the need for paper-based feedback as it provides its users, teachers, with the option of not only completing each rubric electronically but easily distributing rubrics to students via email or linked to a class *Edmodo* website. This tool is not limited to using descriptive rubrics as it includes the option to create graded checklists as well. Whether you choose a pre-made rubric, design your own rubric or

modify a previous rubric you have used, *For All Rubrics* gives teachers the option to provide written comments on any part of the rubric so teachers can further elaborate on learners' strengths and areas to improve.

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