

Planning Your Blended Future

*A session focused on reflection around courses, programs,
and institutional strategy & services!*

OLC ACCELERATE 2021

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Welcome!

Excited to dialogue & work with you!



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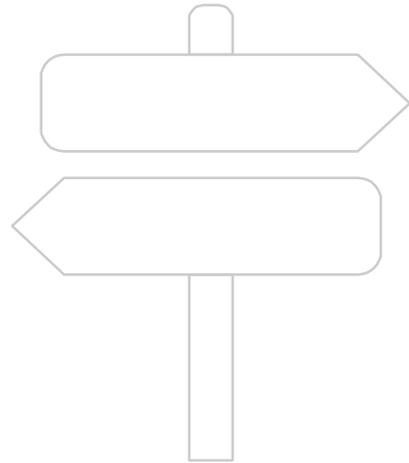
Nicole Weber

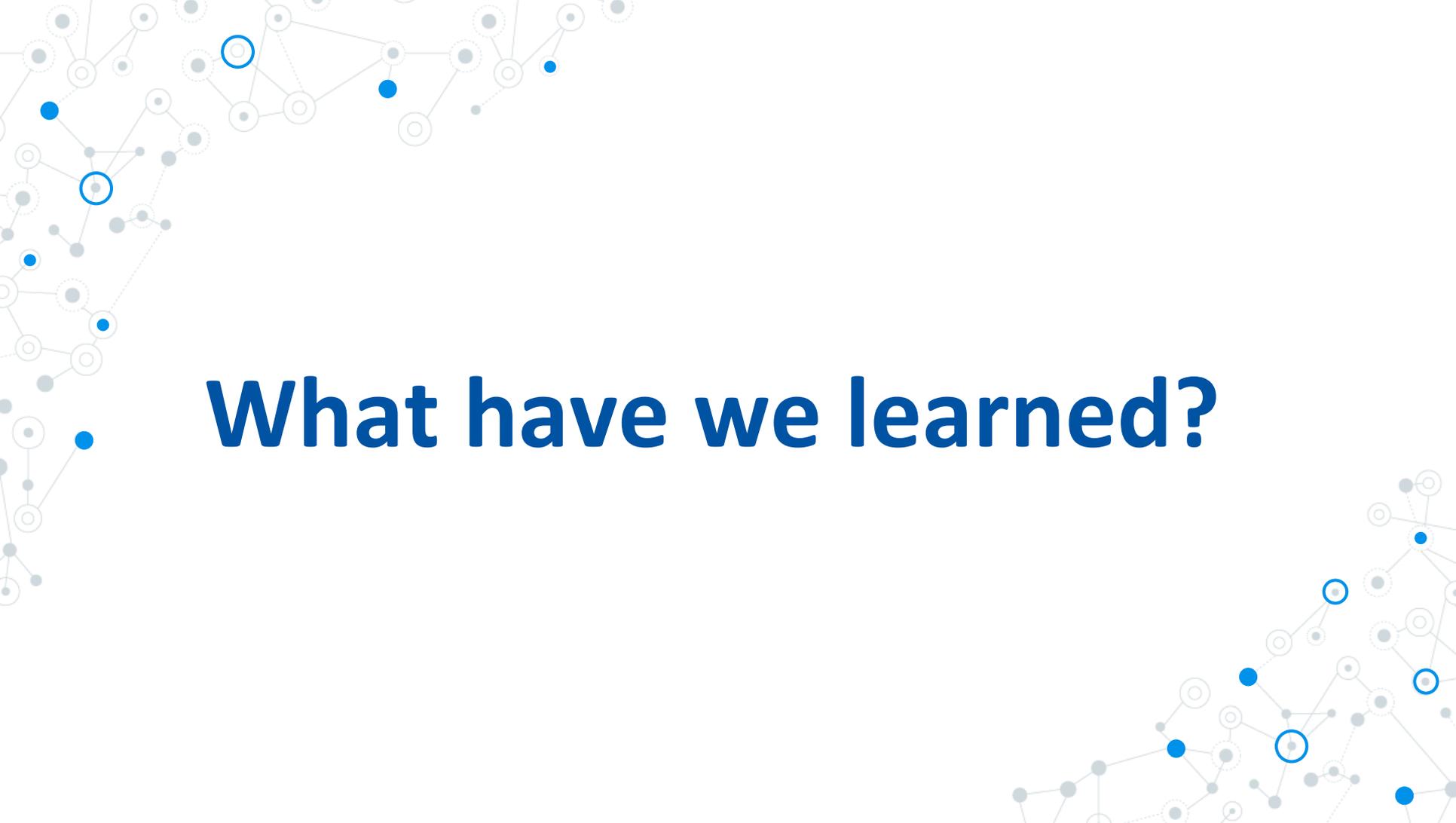
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Our Focus Today

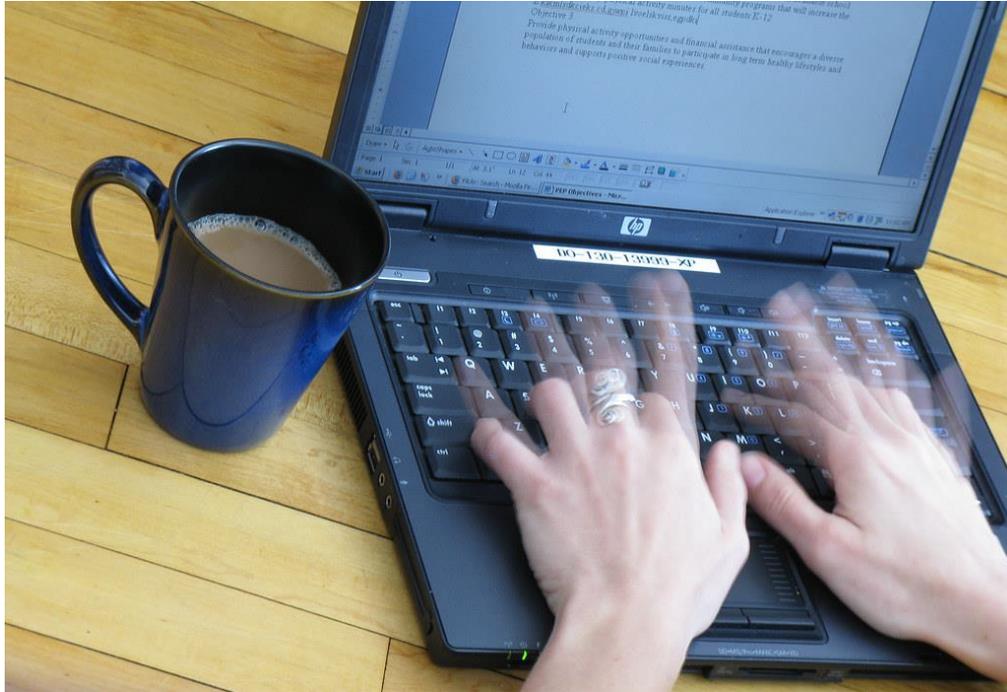
- ① Reflecting on what we've learned during the pandemic
- ① Examining quality blended learning practices
- ① Planning the next steps in your blended journey





What have we learned?

The Pandemic: A Where Were You When Situation



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In one word describe pandemic teaching and learning.

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What is one thing you learned about blended teaching during the pandemic?

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The Remote Difference

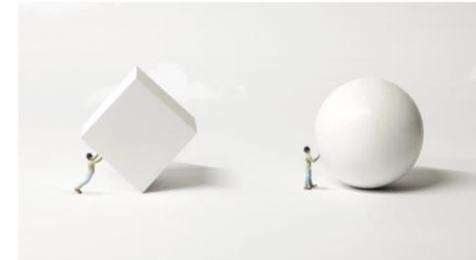
“In contrast to experiences that are planned from the beginning and designed to be online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances.”

The Difference Between Emergency Remote Teaching and Online Learning

Charles Hodges, Stephanie Moore, Barb Lockee, Torrey Trust and Aaron Bond Friday, March 27, 2020

16 min read

Well-planned online learning experiences are meaningfully different from courses offered online in response to a crisis or disaster. Colleges and universities working to maintain instruction during the COVID-19 pandemic should understand those differences when evaluating this emergency remote teaching.



Credit: frankie's / Shutterstock.com © 2020

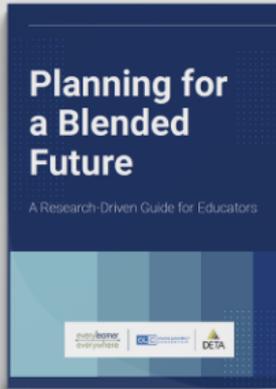
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A decorative background featuring a network diagram. It consists of numerous nodes (circles) of varying sizes and colors (gray, blue, and white) connected by thin lines. The nodes are arranged in a complex, interconnected pattern, with some nodes highlighted in blue or white. The overall aesthetic is clean and modern, typical of a corporate or technical presentation.

**What does quality
look like?**

A Peak at Blended Courses



Planning for a Blended Future

A Research-Driven Guide for Educators

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**“Blended learning
is our future.”**

(Joosten, Barth, Harness, & Weber, 2013, p. 96)



“When faculty begin thinking strategically about how they teach and what they want their students to demonstrate, a pedagogical shift occurs.”

The Secret is the Blend

 **KEY IDEAS**

- 1** Blended learning allows for strategic integration – an amalgamation of face-to-face and online interactions – using a range of technologies, instructional approaches, and pedagogical practices.

- 2** The strategic thinking needed in blending a course through instructional design allows faculty and instructors to carefully align the learning objectives with the instructional modality and technologies that are most effective for students.

- 3** This strategic integration allows for greater quality than a random mix and match of activities.

...and Its Essential Elements

ESSENTIAL ELEMENTS OF BLENDED LEARNING



Consider student-centered, active learning pedagogies



Focus on integration of the environments



Scaffold the students' experience throughout the course

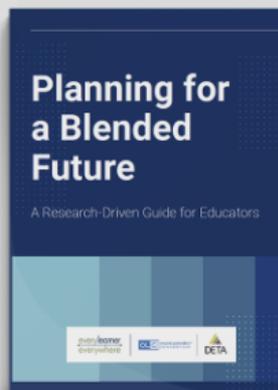
Which of the following are you most interested in taking as your next step to blended course development?

Thinking strategically about my learning objectives, mapping what might work best online and onsite **A**

Articulating points of integration to support online and onsite feeling like a cohesive learning experience **B**

Identifying at least one new student-centered, active learning activity **C**

Programs



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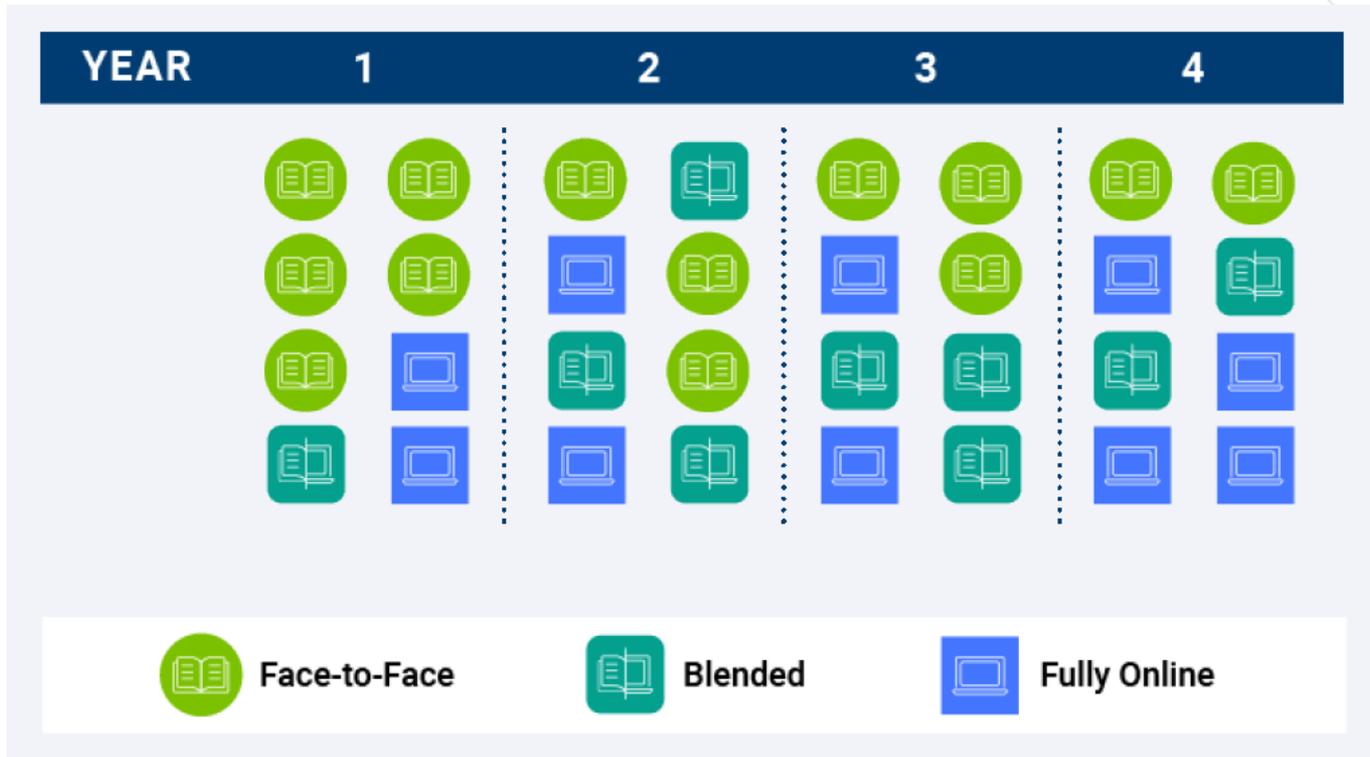
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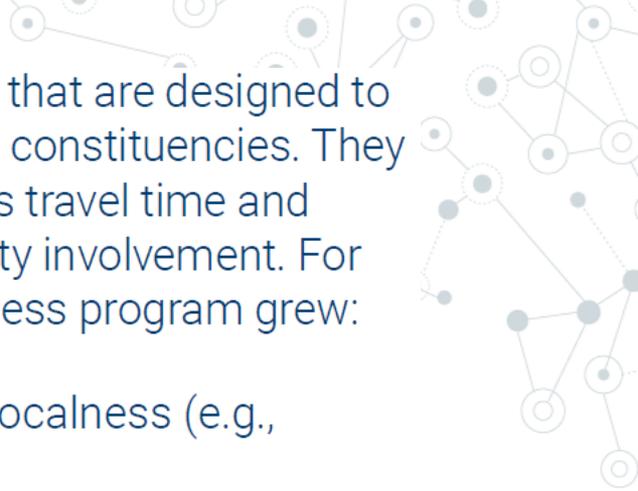


Blended Learning Programs

A Blended Program Approach

Like blended courses, there can be technological characteristics to be considered in developing a construct and definition of blended courses. Unlike the debates of synchronicity and pedagogy (i.e., art of teaching), blended programs tend to focus on the base definition that a percentage of the program is delivered at a distance, remotely, or online. Typically, a blended program does not mean that every course within the program is blended, but a blended program is defined as a program where students can complete a series of courses within the degree program where the courses may be delivered face-to-face, blended, or fully online.





Blended programming can include academic programs that are designed to strengthen a college or university connection to its core constituencies. They can be full programs that reduce a portion of a student's travel time and transportation costs while enhancing student and faculty involvement. For instance, many of the programs that started as a localness program grew:

1. to attract those beyond the geographical scope of localness (e.g., Babson College);
 2. to include other types of institutions including workforce and K12 institutions (e.g., Pace, UMass);
 3. to provide greater life balance and reduce attrition (e.g., CUNY); and
 4. to support programs with lab components and degree completion pathways (e.g., UWM). Blended programming has many conceptions and realizations to improve student life balance and their learning experiences.
- 

Quality Blended Programming Considerations

- ◎ Does your program (or programs you support) have minimum requirements for design & delivery of blended courses?
 - Do the courses in your blended program have consistent structure and navigation?
 - Do the courses in your blended program promote instructor and student engagement?
 - Do the courses identify key areas of integration?

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Blended Learning Programs

Respond at pollev.com/nicoleweber211

Text **NICOLEWEBER211** to **22333** once to join, then **A, B, C, or D**

Which of the following are you most interested in taking as your next step to blended program development?

Develop a cohort of blended champions to examine the characteristics of blended learning and how these characteristics can be taken advantage of to improve instruction and student learning.

A

Work within your/a program to design a blended program to strengthen your college or university's connection to its core constituencies, to improve flexibility and learning for students, and to support students' learning and life.

B

Work with colleagues in your department to learn and understand how blended learning can help meet students' needs and provide solutions for problems of practice or challenges of the department and of students.

C

Develop minimum requirements for blended course design & delivery.

D

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A Blended Institutional Approach

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Quality Blended Institutional Considerations

- © Has your institution defined the **strategic value** of blended learning, integrating it into the institution's mission, values, and strategic plan?
- © Does your institution have reliable course delivery and engagement **technologies**?
- © Does your institution provide **instructional development** to prepare for teaching blended courses and advancing their craft?

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Blended Learning Programs

What might you do next at your institution to support blended courses, programs, and institutional strategy?

Support additional instructional development offerings to prepare instructors new to blended. **A**

Create additional instructional development offerings to support instructors further develop their blended teaching. **B**

Collaborate with our technology unit(s) to ensure we have a reliable and secure tools to support blended learning at scale.. **C**

Work with leadership across campus to define our strategic value of blended learning. **D**

Integrate our strategic value of blended learning into our institutional drivers (e.g., mission, values, strategic plan). **E**

Final Thoughts

- ◎ We can leverage what we have learned to grow
- ◎ Quality blended learning and emergency remote teaching are different
- ◎ We can utilize resources, like the OLC QSS & Planning for a Blended Future, to support our work across the institution
- ◎ It's all about planning for continuous improvement!

Questions?



Resources

[The Difference Between Emergency Remote Teaching and Online Learning](#)

[Planning for a Blended Future: A Research-Driven Guide for Educators](#)

[OLC Quality Scorecard for Blended Learning Programs](#)

Joosten, T. M., Barth, D., Harness, L., & Weber, N. L. (2013). The impact of instructional development and training for blended teaching on course effectiveness in [Blended Research Perspectives, Volume 2](#)