



Meet the Instructors

Dr M. Cleveland-Innes is a Professor of Education Innovation and Program Director, Master of Education Program, at Athabasca University in Alberta, Canada. She has been teaching for over thirty five years in all areas of education, in-person, blended, and online. Martha has received awards for her work on the student experience in online environments and holds a major research grant through the Canadian Social Sciences and Humanities Research Council. Her awards include the Leadership Award, 2019, from the Canadian Network for Innovation in Education, the Craig Cunningham Memorial Award for Teaching Excellence in 2011, and the President's Award for Research and Scholarly Excellence from Athabasca University. She is currently Affiliated Professor at the KTH Royal Institute of



Technology in Stockholm, Sweden. Her work is well published in academic journals in North America and Europe.



Dan Wilton has 20 years' experience as an online instructor at the secondary and post-secondary level.

He is a doctoral student in distance education at Athabasca

University, where he provides web initiative development and research assistance for the Faculty of Humanities and Social Sciences. As Course Inspirer and lead facilitator for the BLP MOOC, he will work closely with the course facilitators to help monitor course activity, address any general questions or concerns, and provide guidance and suggestions based on the feedback and progress of the class.

The Guide to Blended Learning

This MOOC is based on COL's Guide to Blended Learning, a free, open access guidebook authored by the course instructors. This guidebook provides information about some of the technology tools available to support in-person delivery in a seamless, truly blended way. It also presents new ways of thinking about teaching and learning to help you better prepare your students to learn and develop into 21st century global citizens.

The topics of the eight chapters cover the full range of considerations for implementing blended learning, from initial conceptual and planning concerns, through the development and structuring of learning activities, and the evaluation of blended courses and programmes. Enhanced by video presentations, questions for reflection and discussion, and links to further resources, the guidebook is an effective foundation for professional development in blended learning practice and is available to download for free at:

<http://oasis.col.org/handle/11599/3095>



Pre-register today

For further information and pre-registration, go to:

<http://www.blpmooc.org>

email: cjensentebb@athabascau.ca

Commonwealth of Learning

4710 Kingsway, Suite 2500
Burnaby, BC V5H 4M2 CANADA

Tel: +1 604 775 8200 Fax: +1 604 775 8210

<https://www.col.org> or email info@col.org

Dr Sanjaya Mishra, Education Specialist, e-Learning

Athabasca University

1 University Drive
Athabasca, AB T9S 3A3 CANADA

Tel: 1 (800) 788-9041 [ext. 6179] (toll free for Canada/US)

Carmen Jensen-Tebb, Project Manager,
Collaborations Program Administrator

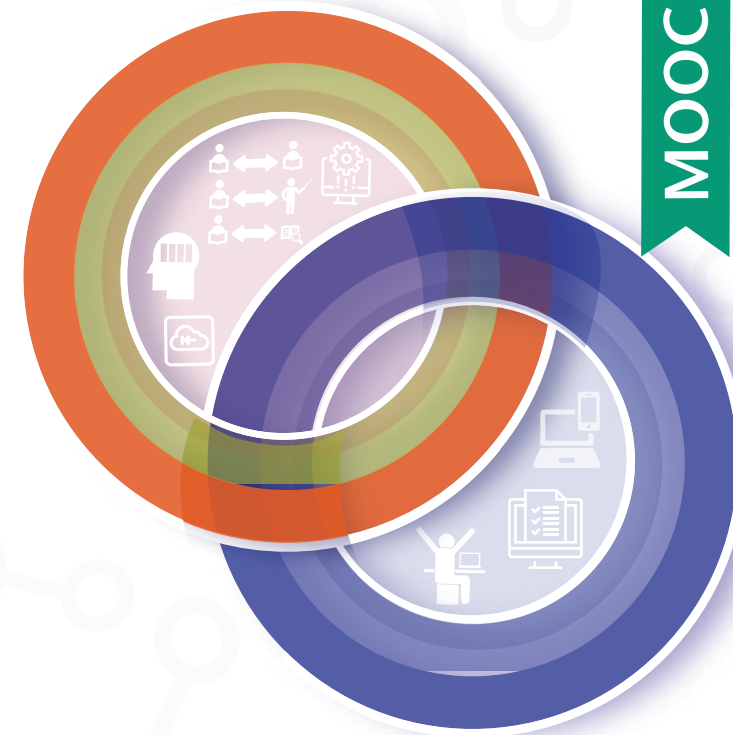


COMMONWEALTH of LEARNING



Athabasca University

MOOC



Blended Learning Practice 4

15 November - 12 December 2020



Course Description

The *Blended Learning Practice* massive open online course (MOOC) is an introduction to blending technology and distance education teaching strategies with traditional, in-person classroom activities. Blended learning is an important and rapidly-developing form of education, and this intermediate-level course will emphasise its benefits to both educators and students, including greater flexibility and convenience, as well as potential increases in learner creativity and independence.

This free, 4-week course, provided by the Commonwealth of Learning (COL) in collaboration with Athabasca University, is open to teachers and other education professionals in diverse contexts. Anyone considering the implementation of blended learning practice in their classrooms or programmes will enjoy and benefit from participating in this MOOC. The course is supported by a guidebook on blended learning, which offers a review of various types of blended learning in reference to the level of education, the needs of students, and the subject being taught.

Course Highlights

Participants will:

- Meet teachers online from all over the world who are also studying blended learning practice
- Receive support from instructors who understand blended learning and technologies for blended learning
- Explore easy-to-use technologies for designing blended learning
- Evaluate their personal blended learning practice
- Experience an enjoyable, engaging and collaborative virtual learning environment via the Internet
- Receive a certificate upon completion of required activities



Who Should Participate?

This course has been designed to assist teachers in adopting blended learning strategies through a step-by-step constructivist and design-based approach. Throughout the course, you will have the opportunity to reflect on decisions to provide an authentic learning experience in your own context. The discussions and associated activities will review pedagogy, materials and the use of technology. Teachers in diverse contexts – primary and secondary education, post-secondary education, vocational education, and workplace training – who plan to use online teaching alongside in-person teaching will benefit from this course. Anyone interested in improving teaching and learning will gain valuable knowledge by participating in this MOOC on *Blended Learning Practice*.

Schedule	12 July to 8 August 2020 (4 weeks)
Intended audience	K12, higher education, vocational education, and workplace training teachers and other education professionals from the Commonwealth and around the world
Language	English
Expected workload	5 hours per week (20 hours total)
Challenge level	Intermediate
Pre-requisites	None
Certification	Certificates of Participation and Completion available (at no charge)



Course Outline

Week 1 Foundations of Blended Learning

- Introducing blended learning and its uses and benefits
- Purposefully integrating in-class and online activities
- Opportunities and barriers to blended learning in the institution
- Preparing teachers and students for blended learning

Week 2 Designing Blended Learning

- Using theory to support blended learning practice
- Key frameworks for designing blended learning
- Considering subject matter and student needs
- Writing learning objectives and learning outcome

Week 3 Technology and Blended Learning

- Using theory to support blended learning practice
- Key frameworks for designing blended learning
- Considering subject matter and student needs
- Writing learning objectives and learning outcome

Week 4 Blended and Online Learning Practice

- Examples and practical implications of synchronous and asynchronous activities
- Customising for context and learning design
- Finding, using and creating open educational resources (OER)
- Evaluating design and delivery of blended learning



Certification

Two levels of certification are available based on your level of participation and completion of tasks/activities:

- Certificate of Participation requires participation in at least 3 discussion forums and completion of quizzes.
- Certificate of Completion requires 60 percent on all quizzes, participation in at least 3 discussion forums and the creation and sharing of a blended learning design.