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Blended Learning in the Liberal Arts Conference

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Getting Started with Blended Learning Workshop

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GETTING STARTED WITH BLENDED LEARNING

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AGENDA

- Introductions
- Brainwriting Activity
- Debrief Discussion
- Universal Design for Learning
- Course Design Activity
- Reflection Activity

INTRODUCTIONS

- What is your name?
- What college/university are you affiliated with?
- What are two things you learned from the videos/resources?
- What is one goal you have for this workshop?

BRAINWRITING (20MIN)

What does it mean to be an educator in the digital age?

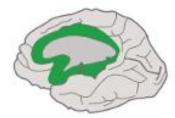
- 10 min Write one idea on your index card (quickly) then pass your card to the right. Keep adding on to each other's ideas.
- 5 min Review and vote on favorites: Read all of the cards and mark statements that resonate with you the most.
- 5 min Report out the ideas that have the most votes from your group.

WHAT DOES IT MEAN TO BE AN EDUCATOR IN THE DIGITAL AGE?

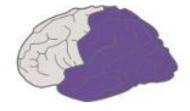
- How do the brainwriting activity and the introductory videos and resources connect to each other?
- What is appealing to you about blended learning?
- What hesitations do you still have about blended learning?

UNIVERSAL DESIGN FOR LEARNING

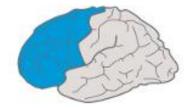
Universal Design for Learning Guidelines







Provide Multiple Means of
Representation
Resourceful, knowledgeable learners



Action & Expression

Strategic, goal-directed learners

Universal Design for Learning Guidelines

I. Provide	Multiple	Means of	
Representation			

- 1: Provide options for perception
- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

II. Provide Multiple Means of Action and Expression

- 4: Provide options for physical action
- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

III. Provide Multiple Means of Engagement

- 7: Provide options for recruiting interest
- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

- 2: Provide options for language, mathematical expressions, and symbols
- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

- 5: Provide options for expression and communication
- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance
- 8: Provide options for sustaining effort and persistence
- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

- 3: Provide options for comprehension
- 3.1 Activate or supply background knowledge
- 3.2. Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

- 6: Provide options for executive functions
- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

- 9: Provide options for self-regulation
- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Resourceful, knowledgeable learners

Strategic, goal-directed learners

Purposeful, motivated learners



BEST PRACTICES

- Plan ahead of time, don't think you can "wing" it. Try starting small, such as one or two parts of the course has a blended element and continue to build over time.
- In addition to student feedback and reflection, reflect on your *own* process of the course including building it, teaching it and what the students have to say.
- Repetition is *key*.
- Be transparent, honest and open as much as possible with your students. Emphasize that you are both new to this. Be flexible.
- Make grading rubrics for digital projects.
- There are MANY different tools that achieve the same goal, but which one do I use???
 - There is no right answer. You (and your students) need to choose which one aligns best for your learning goals, course content, etc.

RESOURCES

- Rebecca Frost Davis (our Keynote Speaker!) has a robust blog of resources about blended learning and digital humanities: https://rebeccafrostdavis.wordpress.com/
- EDUCAUSE ELI has many publications on the topic of blended learning: https://blended.online.ucf.edu/about/what-is-blended-learning/
- Use your colleagues and partner institutions
- What kinds of tools have you heard about?

DESIGNING A BLENDED COURSE

From the videos you watched, what were some of the key strategies to use when designing a blended course?

- Break down into manageable steps
- Don't use technology, just to use technology technology should enhance the course goals.
 "If professors can be replaced by computer screens, they should be."
- Don't reinvent the wheel
- Get feedback from students at the beginning, middle and end of course duration

Identify "pain points"

- What do students struggle with most?
- What pedagogical challenges are you facing?

DESIGNING A BLENDED COURSE

Mapping a Blended Course Activity:

You will work in pairs. Choose to work with Psychology syllabus, History Syllabus or your own course.

- Identify course objectives, activities, and assessments
- Choose one module or self-contained unit of instruction (1-3 weeks of content)
- List objectives for the module and plan specific activities and interactions
- Align module objectives with corresponding activities and then with course objectives

REFLECTION ACTIVITY

- What questions do you have that you hope to get answers to throughout the conference?
- What sessions are you looking forward to? Why?
- As someone just getting started with blended learning, what discussion questions and topics will you bring to the wrap up conversation?