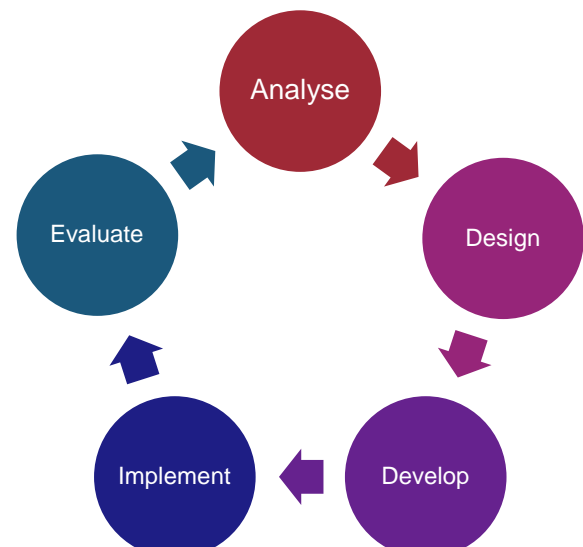


Team Guide for blended courses

Alice Childs is a Learning Technologist and Education Lecturer. Responsibilities include staff training, blended programme design and support; Supervisor for Dissertation by Practice at level 9 since 2009 and Module Co-ordinator on **Pedagogical Practice1** for the Masters, PGDip and Certificate in Training and Education programmes at Griffith College Dublin.



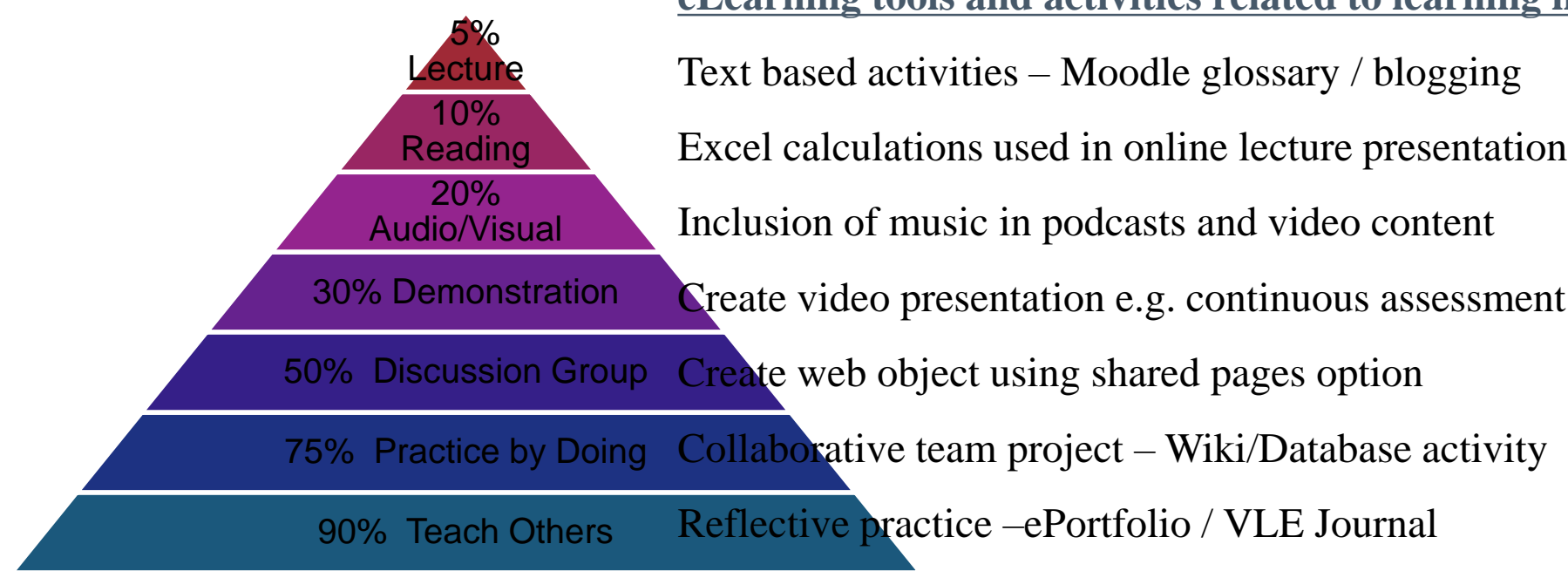
Hard copy guide



- The space blend**
 - Virtual / Physical e.g. An online classroom tutorial / a classroom based workshop
- The time blend**
 - Synchronous / Asynchronous tools e.g. The "chat" area in an online classroom is synchronous / a wiki tool enables asynchronous collaboration
- The media blend**
 - Types of tools and resources
- The activity blend**
 - Planning / organisation of activities

- Cognitive theory**
 - Acquisition of knowledge/social aspect e.g. memorising a list/calculations
 - Memorise through active participation
- Behaviourist**
 - Acquisition of skills/use of conditioning
 - Achievement of performance objectives
 - Demonstration and "triggers" used
- Constructivist**
 - Experiential learning/environmental
 - Learning via experimentation/discovery
 - Develop new ideas/promotes innovation

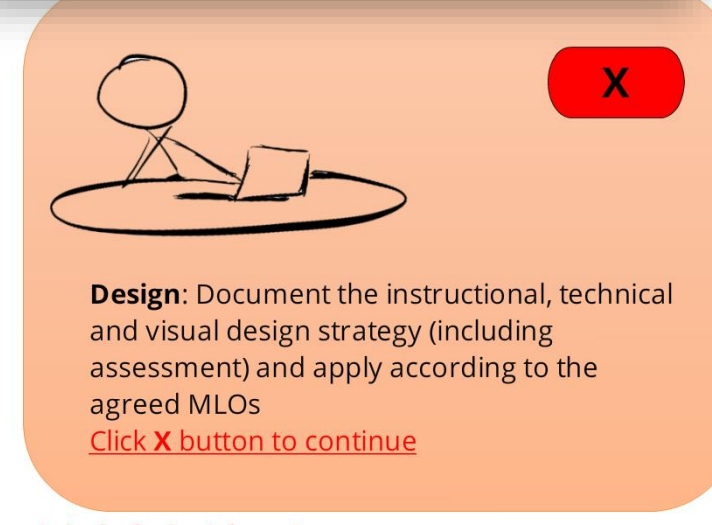
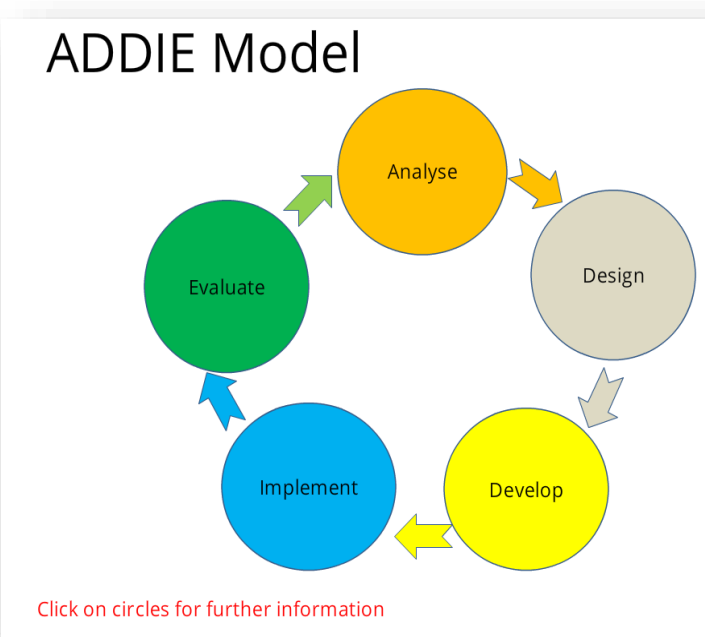
eLearning tools and activities related to learning needs



eLearning tools and activities related to learning needs

- Text based activities – Moodle glossary / blogging
 - Excel calculations used in online lecture presentation
 - Inclusion of music in podcasts and video content
 - Create video presentation e.g. continuous assessment
 - Create web object using shared pages option
 - Collaborative team project – Wiki/Database activity
 - Reflective practice – ePortfolio / VLE Journal
- Linguistic
 - Logical-mathematical
 - Musical – rhythmic
 - Bodily-kinaesthetic
 - Spatial
 - Interpersonal
 - Intrapersonal

Interactive guide



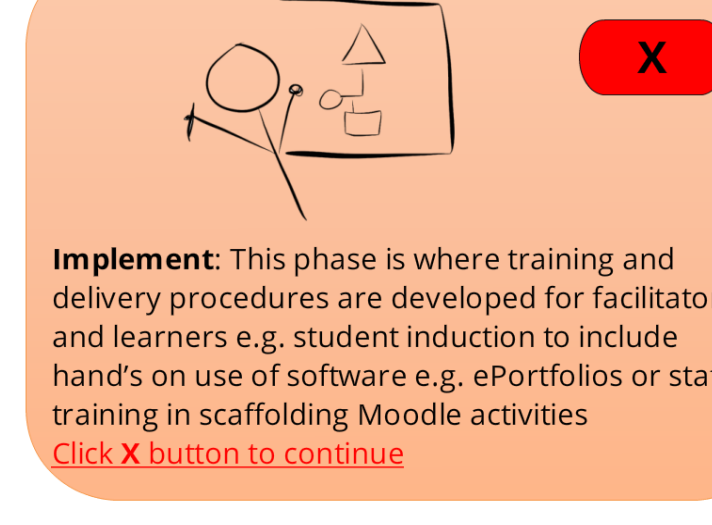
- Three key Learning Theories
 A simple approach for module/programme design teams to consider
- Cognitive theory**
 - Acquisition of knowledge/social aspect e.g. memorising a list/calculations
 - Memorise through active participation
 - Behaviourist**
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 - Achievement of performance objectives
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Introduction - (Scroll through the text)

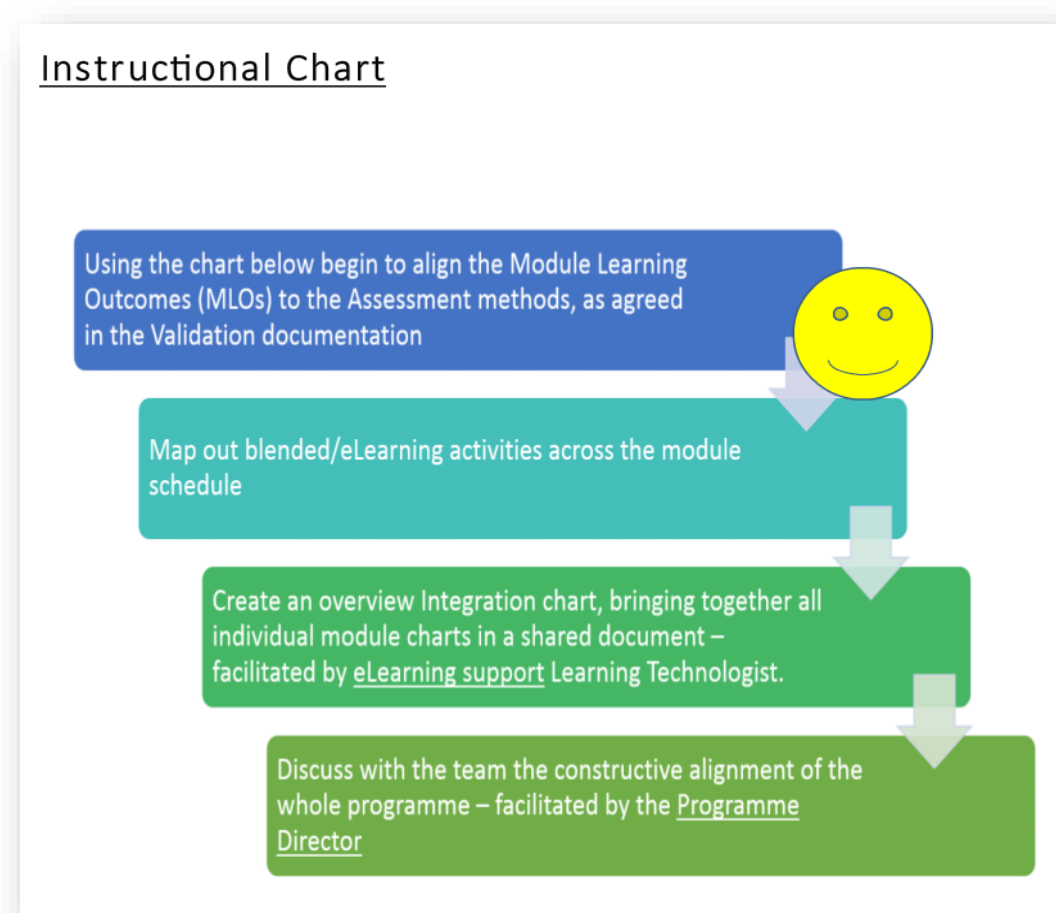
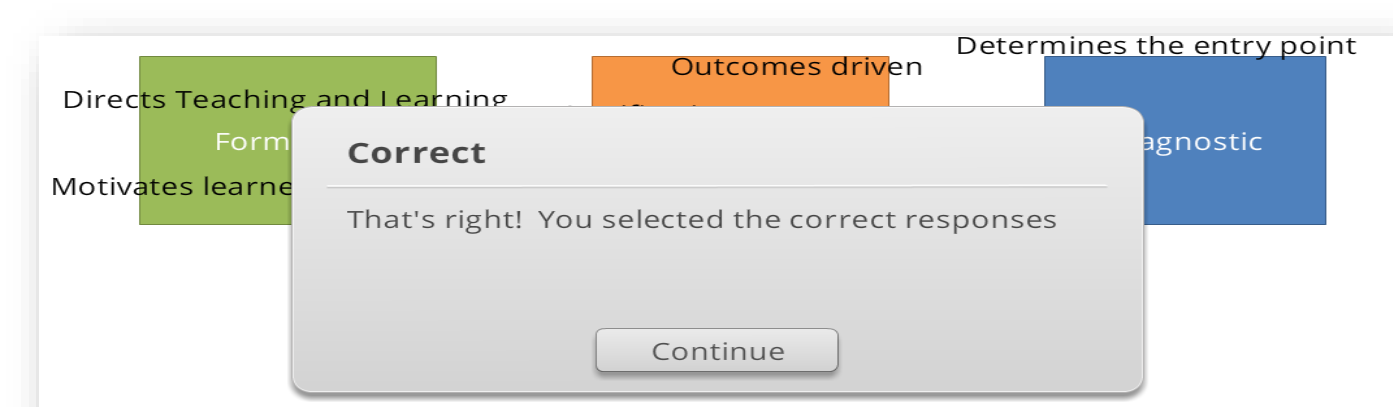
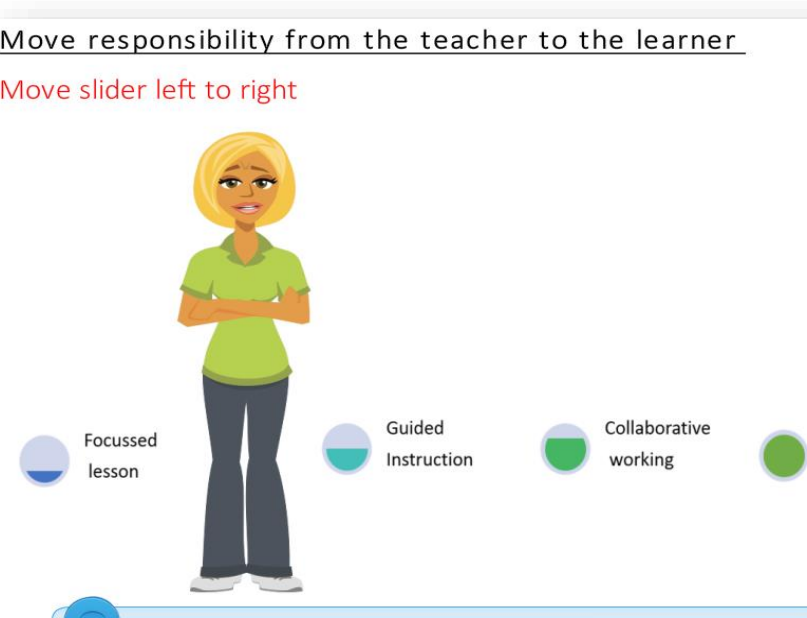
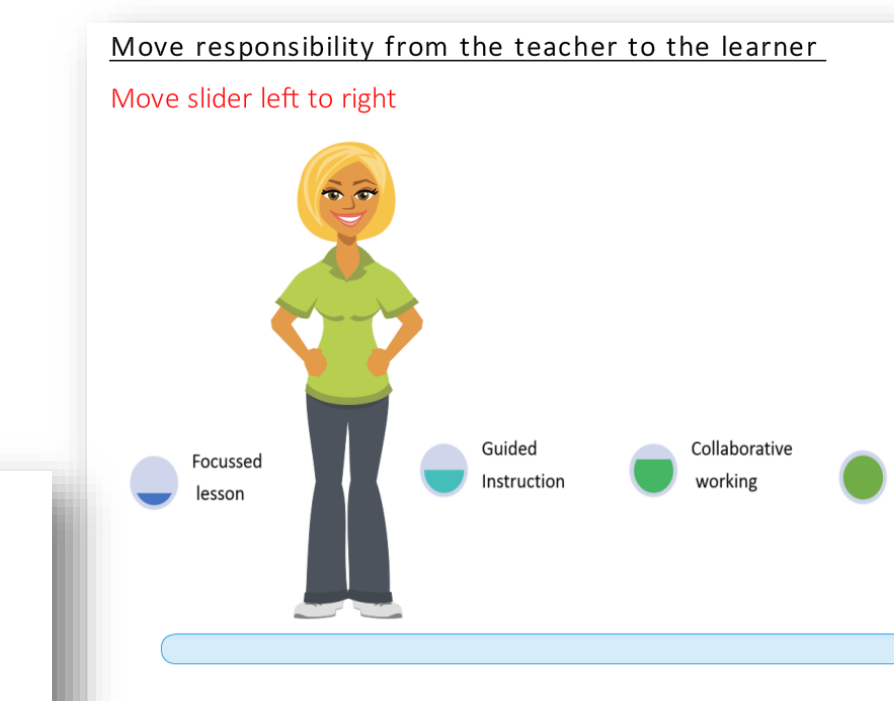
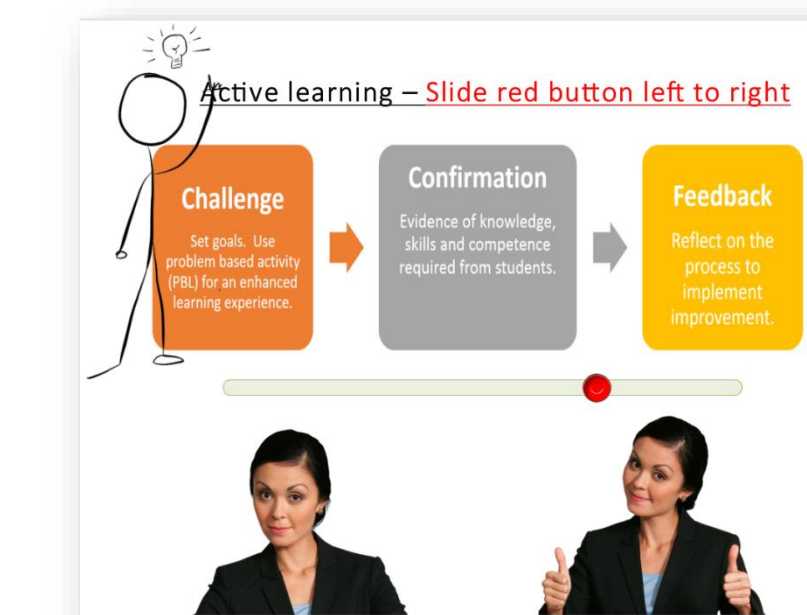
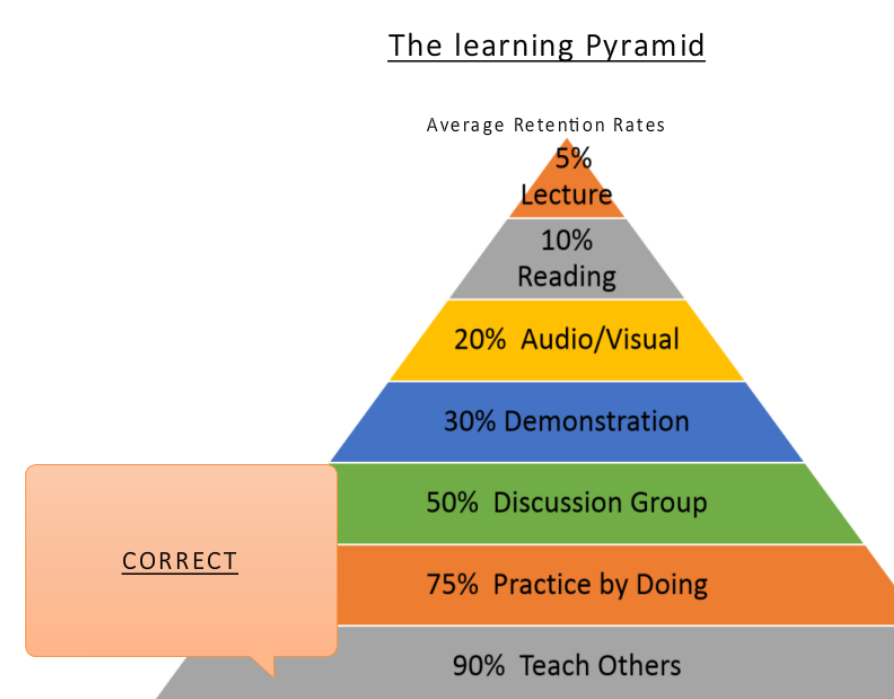
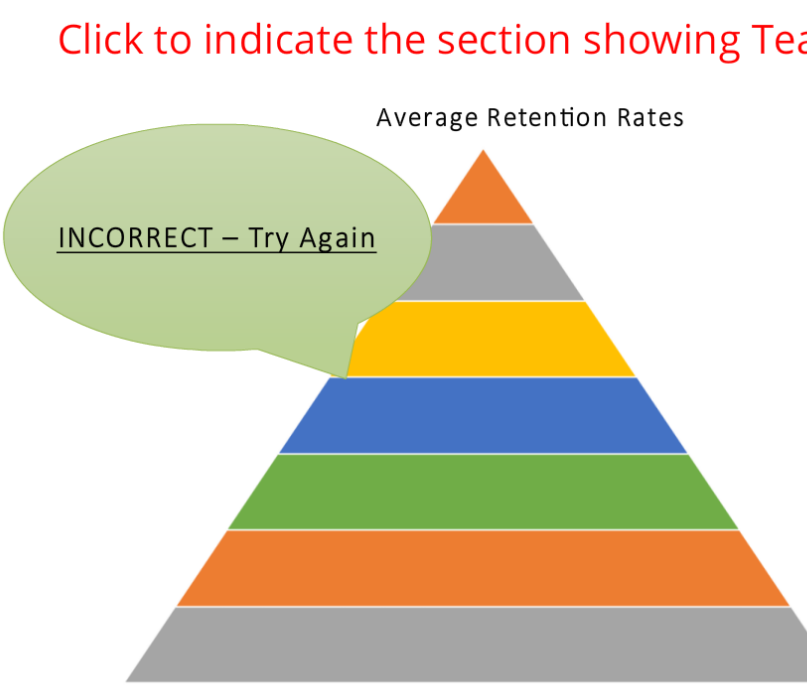
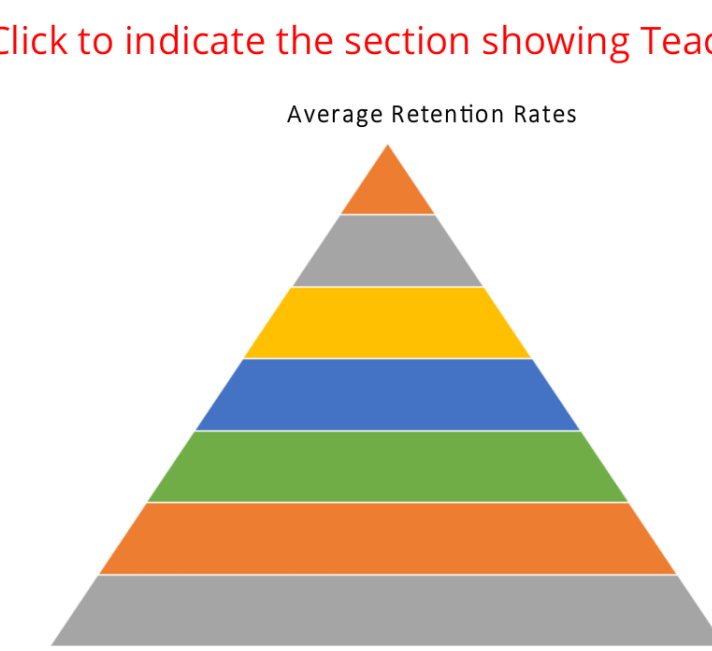
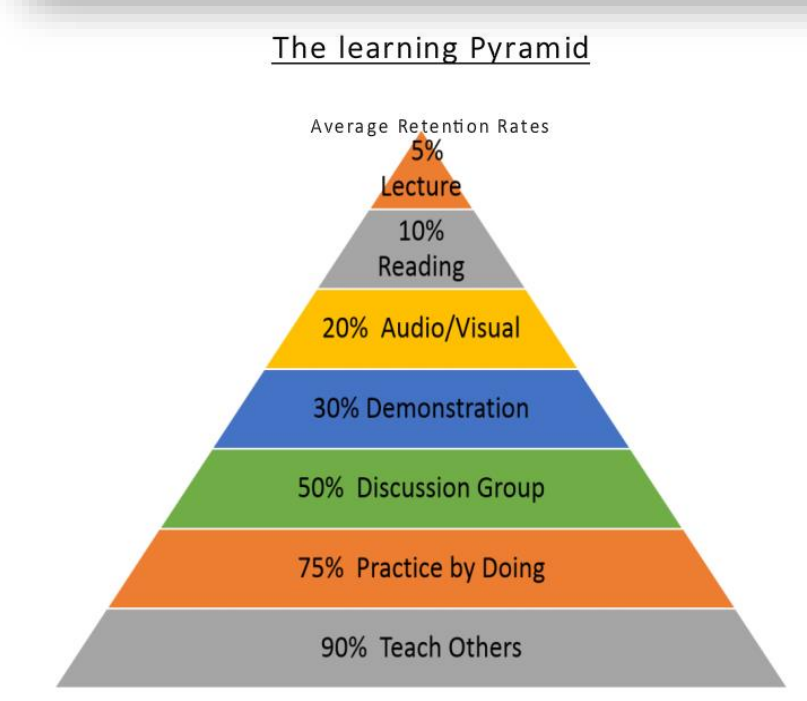
Once a programme has been validated it needs to be designed, with a focus on how best to use the blend of traditional and eLearning tools and Teaching and Learning (T&L) best practice, to deliver and assess the course. The following is an instructional design guide containing information on education theory to reflect upon and suggestions for use of tools/software/eLearning activities, to help apply this theory to the delivery design.

Each programme team should read through these notes before filling in the Course integration chart (See Appendix) and then meet as a team to discuss how the various elements of the programme blend will dovetail between modules. The programme director (PD) will advise the team on the final overview, which should be constructively aligned to deliver the validated programme learning outcomes (LOs). Considerations for the PD are timeline and workflow, team abilities, training and content. Some

ADDIE Model

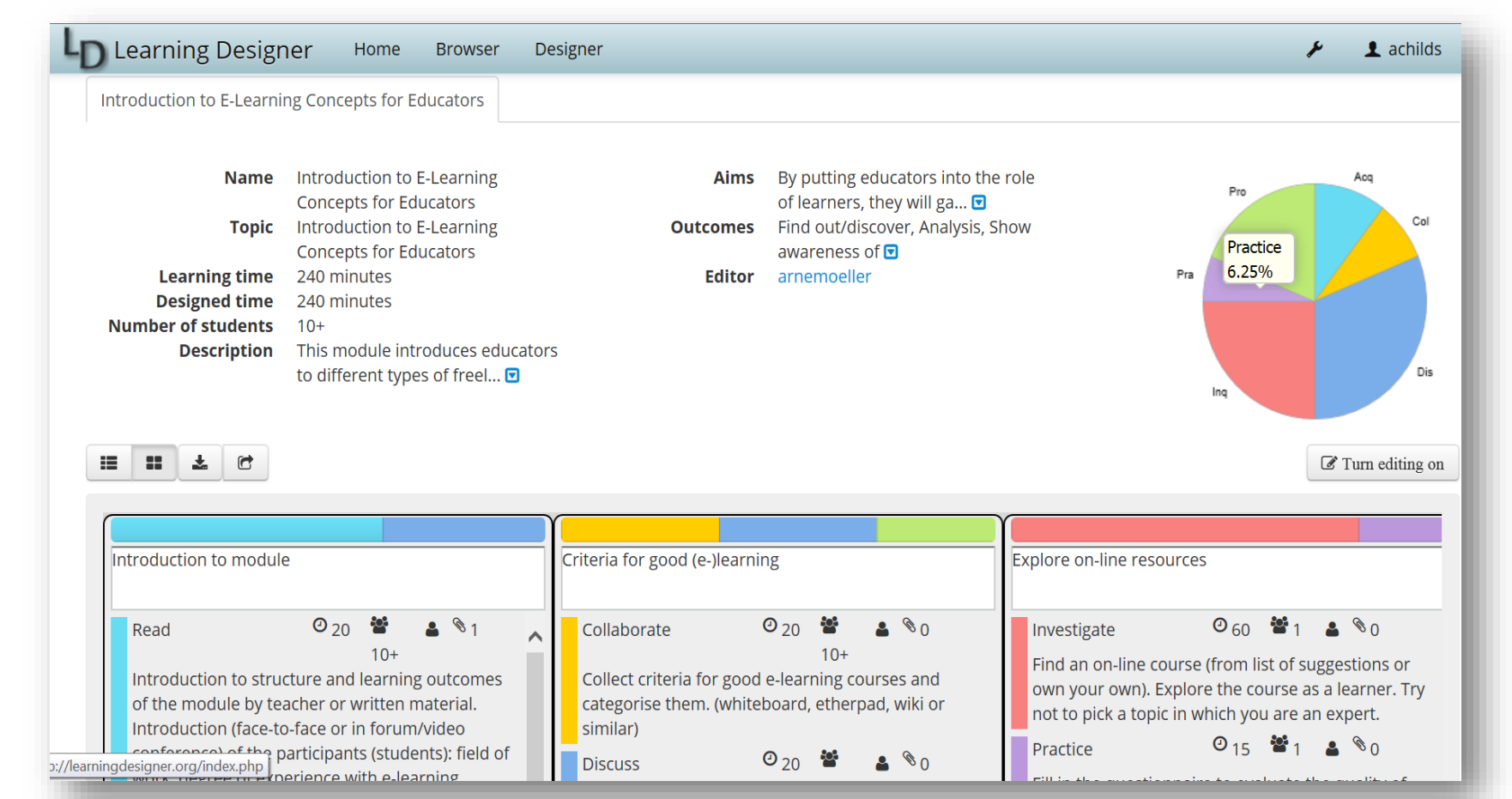


- Click to reveal the examples
- Cognitive Theory
 - Behaviourist
 - Constructivist



INTRODUCTION

Once a programme has been validated it needs to be designed, with a focus on how best to use the blend of traditional and eLearning tools, and Teaching and Learning (T&L) best practice, to deliver and assess the course. The following is an instructional design guide containing information on education theory upon which to reflect, and suggestions for the use of tools/software and eLearning activities, to help apply this theory to the delivery design. Each programme team should read through these notes before filling in the Course integration chart and then meet as a team to discuss how the various elements of the programme will dovetail between modules. The programme director (PD) will advise the team on the final overview, which should be constructively aligned to deliver the validated programme learning outcomes (LOs). Considerations are timeline and workflow, team abilities, training and content. Some understanding of terminology is useful when embarking on instructional design and definitions are included throughout this guide.



Lecture	Module Learning Outcomes (MLOs) (Offline/Online)	Assessment (F/T, Online)	Reading (B-before class, O-online)	Activities & Resources (F-T, M-Moodle based, P-in presentation, T-Using another source)	Feedback on activity early in following week	Time (How long does each online presentation take?)	Integration between in-class & online components
Lecture 1							
Lecture 2							
Lecture 3							
Lecture 4							
Lecture 5							
Lecture 6							
Lecture 7							
Lecture 8							
Lecture 9							
Lecture 10							
Lecture 11							
Lecture 12							

I introduced the Instruction Design guide (LHS) document to staff at GCD in 2016 and am in the process of creating a hand's on web learning "object" based on my original ID guide. The motivation for this was drawing on Chickering and Gamson (1987) who identify active engagement as one of the most effective forces in education. I am developing this interactive tool in order to explain instructional design theory, while demonstrating some of the techniques which enhance active learning e.g. drag and drop problem solving, animated diagrams, use of the slide tool etc. This draft model (centre) was created using the rapid eLearning software package Articulate Storyline 2 to enhance the user engagement and experience in understanding and applying learning theory. I plan to complete a final version with Articulate Storyline 360. I intend to test the web object with at least three programme teams annually, over a three year period and evaluate against other comparative studies and blended/eLearning guides.

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