BlendKit2017
Week 04 Webinar

Blended Content & Assignments

Poll:

Week 01 Webinar

• Hosts:
  – Dr. Baiyun
  – Sue Bauer

• Assisting:
  – Jon Pizzo
  – Dr. Kelvin Thompson
  – Dr. Linda Futch
Welcome Baby Harry!
Featured Images/Tweets

Joe Fahs @mpondu · 14h
Student trust & awareness of faculty willingness to help will grow if we regularly reveal our desire to do so. #BlendKit2017

Jennifer Madden @JenSMadden · Mar 23
"Blended courses can bring about higher levels of student engagement and more effective face-to-face time management". #BlendKit2017

Prof Lott @ProfLott · Mar 25
#BlendKit2017 forcing me to reflect on my current assignments and make sure they are aligned to the objectives. Lots of great learning here!

Michael Card @MCard605 · Mar 25
Most important factor in student Lrng is qual/effectness of instruction. 2nd-match of instrctnl method 2 learning objective #BlendKit2017
Featured Images/Tweets

In reply to Erin King

Laurie Fox @RubyVixen · March 21
@ErinKingIDTS I love cartoon representation of the real me.
#BlendKit2017 pic.twitter.com/3hQX2Y2Y42

Erin King @ErinKingIDTS · March 21
Everyone wants a cartoon avatar, right? Thinking of ways to use this with blended faceyourmanga.com #blendkit2017 pic.twitter.com/rJk4gL7ZQT
Technology can assist in breaking the classroom walls and expands the possibilities of the learning environment.

Experts and resources outside of the classroom are readily available for teachers to use.

Robert Wakelyn @Rwakelyn - Mar 25
Technology used correctly can expand the learning environment #blendkit2017 pic.twitter.com/lg28s3vsN6
Featured Images/Tweets

Building Blocks of Effective Blended Program Designs

RIGOROUS LEARNING ASSESSMENT

STUDENT ENGAGEMENT

RESPONSIVENESS TO LEARNER CHARACTERISTICS

HIGH QUALITY FACULTY DEVELOPMENT IS THE CORNERSTONE OF EFFECTIVE BLENDED PROGRAMS

Robert Wakelyn @Rwakelyn - Mar 25
Building Blocks of Effective Blended Program Designs #BlendKit2017 pic.twitter.com/MPm8f1Qzzs
Featured Images of the Week

My BlendKit Chapter 4: “3-2-1” — Integration.
Tuesday, February 28, 2017 11:00 AM

3 PreReading Questions/Perceptions:
1. Perception: Assignments in a blended learning course are all done as “homework”.
2. Question: How are assignments delivered in a blended learning course?
3. Question: How do assignments differ that are posted online vs done in class?

Post Read:
I guess it depends on where your “homework”. That lined is becoming more and more blurred. In a blended learning course a blurred line between F2F and online screams “solid integration”. As for the questions, that really depends on the definition of the activity/assignment and how it can be applied. Most assignments have application to both F2F and online.

2 Key Points:
- to facilitate the student work in the online environment, or to provide avenues for students to submit their work to you. More online tools emerge every day, it seems, and with them come new opportunities for students to perform activities related to the learning objectives and for us to assess student performance (p. 241).

"Integrate online with face-to-face, so there aren’t two separate courses." We found it impossible to stress integrating face-to-face and online learning too much.

1 Discussion:
The main theme of this chapter was all about Integration. How do your online components integrate with your in-class components. Break down the types of activities you do within your course. Divide them. Now take them and for each item identify which type of media, technology and tools are needed for each activity type. At this point you will now have an understanding how each activity can be used in your course. You will find that some cater to online only (a skype call to another time zone) while others can work in both F2F and online (A discussion) and still others are F2F only (partnered Photoshop activity).

As a side note, I found an example for the “F2F only” to be the most difficult example to identify. There are so many tools/media/technology for online work in our courses now. What are some items that are only F2F in your world?

Kevin Wagenmaker @RealCoachWags - 15m
The 3-2-1 on my @CanvasLM #BlendKit2017 Chapter 4 summary.

Integration. #thatsall pic.twitter.com/AuEYL7UJUS
Week04 Webinar: Participant Input (Poll)

Poll 01: Which of the following types of content presentations are you planning for your blended course? [select all that apply]

- Textbook readings: 19 (63.3%)
- Lectures: 19 (63.3%)
- Links to external web resources: 24 (80%)
- Instructor-produced media: 23 (76.7%)
- Publisher-produced media: 10 (33.3%)
- Other: 4 (13.3%)
Week04 Webinar: Participant Input (Poll)

Poll02: In which portion(s) of your blended course will you collect student assignments?

- Face-to-face only: 1 (3.3%)
- Online only: 11 (36.7%)
- A combination of face-to-face and online: 18 (60%)
- Other: 0 (0%)
Poll03: Which of the following best describes how you plan to ensure that students experience consistency in your presentation of content, assignments, etc.?

- Online "module" introduction to content and assignments: 15 (50%)
- Face-to-face introduction to each week's work: 10 (33.3%)
- Other: 5 (16.7%)
More Questions

- Watch the live stream!
  - March 13, 2017 1:00 PM
  - 4 DAYS

- Live chat
  - Say something...

Guest Speakers

Dr. Paige McDonald, George Washington University

Dr. Debbie Hahs-Vaughn, University of Central Florida
As to blended learning, self-regulated learning (SRL) plays a huge role in the design of blended course. how to facilitate students' SRL in designing content/assignment?
Is there a publication or workshop on how to create engaging classroom exercises on assigned content... Guess I am not creative enough to see how to make class exercises engaging and am looking for ideas how others do these.
There is a wealth of available information, course design and activities tools. Where do I start? How can a novice become an expert here?
Could you help us compose a "starter kit" for those who are just beginning to create blended courses? What are the best technological tools to explore, without getting into specific or complicated? I want to focus on a pedagogical aspect, but the need to choose tech means seems like a major challenge. Thanks!
My experience is that students reflect at the superficial level. What guidelines do I give so that students give deep, meaningful reflections?
Week 4 Feedback Form

https://bit.ly/1SeO88S

(Or within Canvas under Modules>Week 3)
Feedback

• Lots of engagement this week with the Readings, DIY tasks, and Webinars. Keep up the great work!

• Concerns: Time, DIY Instructions

• Highlights: Creating Content

  “I like this blend kit course as it facilitates me, and allow me to work in my own time. I am at work during the scheduled online, otherwise I could not participate 'live'. Thanks for organizing this way. I look forward to the next weeks activities on quality assurance. All quite useful.”

Sue Bauer
Feedback

• What do I need to complete?
  – Your level of participation is up to you!
  – Set your own expectations
• Readings: Modules for Week 1-4 are available and 5 will open soon.
• Discussions – Create your own discussion topics to solicit specific feedback/interactions
• Social networking – participation is up to you!
EDUCAUSE Credential

To receive the Badge/Certificate:

• Earn the BlendKit Completion Badge
• Submit Portfolio
• Pass portfolio submission
• Pay small fee - $89

You will receive:

• EDUCAUSE Badge
• Completion Certificate

Register: http://www.ce.ucf.edu/blendkit
• Select Modules
• Navigate to current week and select Weekly Activities
Next Week

• BlendKit2017 Week 05
• Topic: Quality Assurance
• Guest Speakers:
  – Leslee D'Amato-Kubiet, University of Central Florida
  – Dr. Dylan Barth from University of Wisconsin, Milwaukee
Have a Great Week!

Special thanks to today’s guests…

Dr. Paige McDonald, George Washington University

Dr. Debbie Hahs-Vaughn, University of Central Florida
Contact Us!

• Send message in Canvas
• Email at: blendkit@ucf.edu