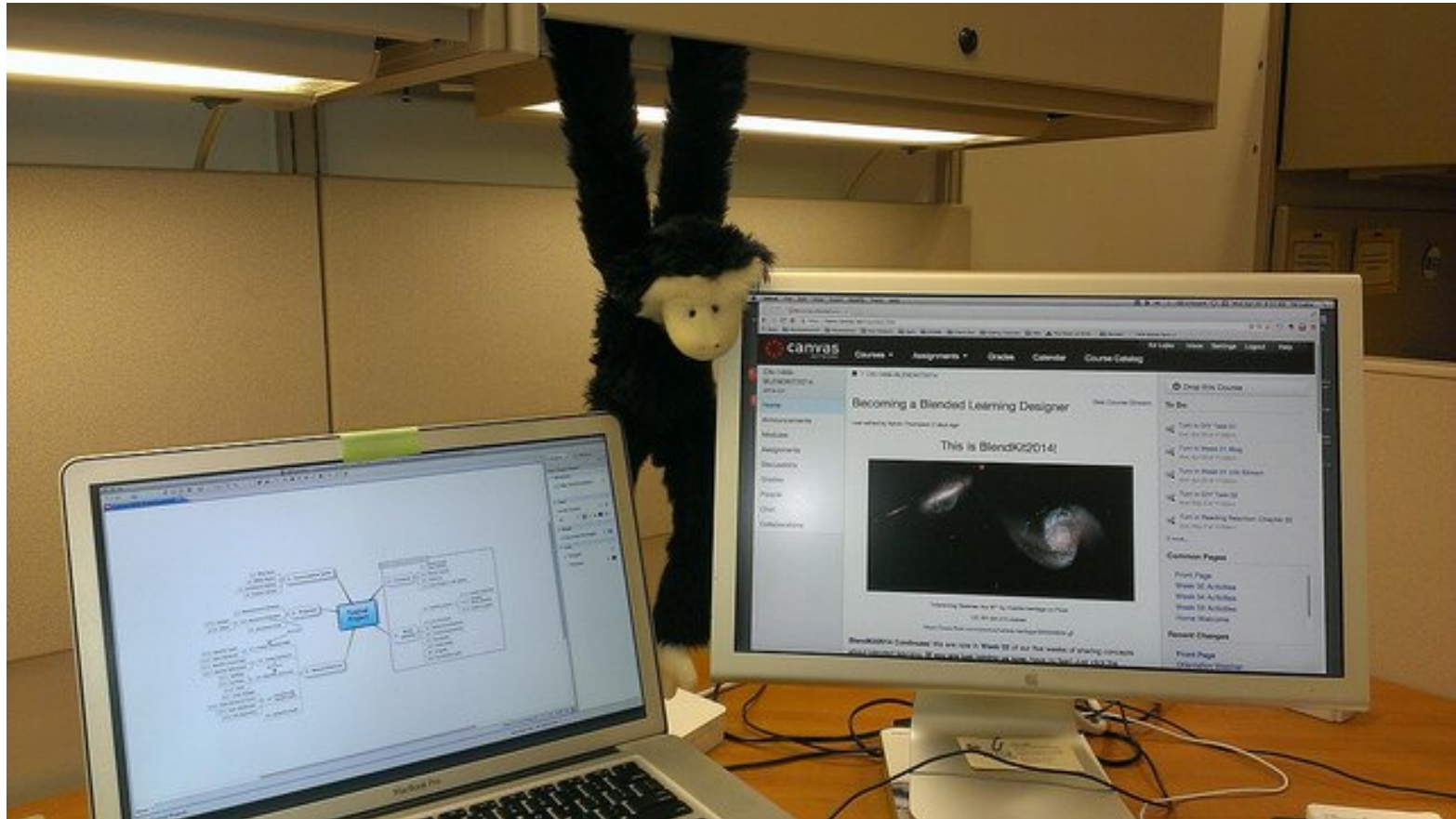




BLENDKIT2014



Center
for Distributed
Learning









Amber Stokes

@amberstokes

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Jacaranda trees in bloom on the University of San Diego campus. #BlendKit2014
pic.twitter.com/BGlgKZE7Lg

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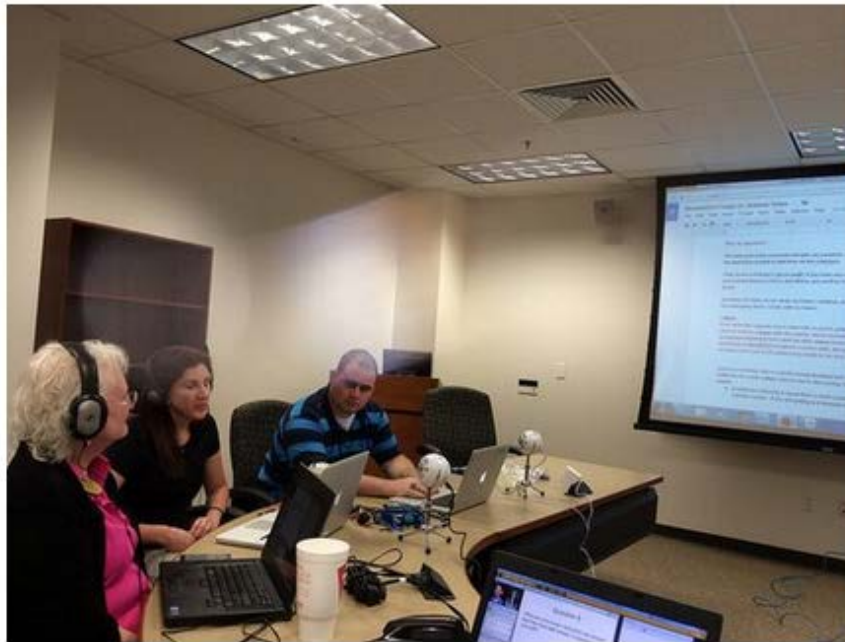
Kelvin Thompson

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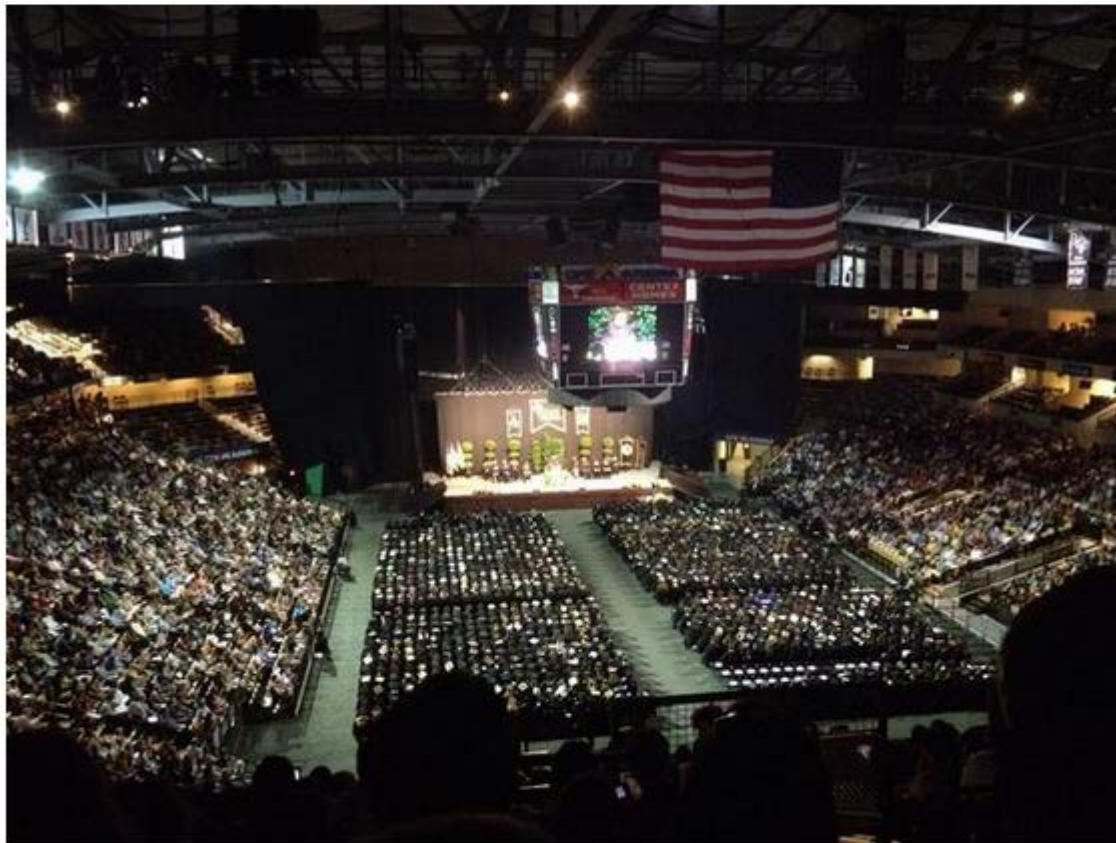
jrdeleon
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I'm part of UCFs [#BlendKit2014](#) course but today at daughter's real UCF graduation. Very cool! pic.twitter.com/CMDE1Ko1Ow

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Eileen Grodziak

@eileengr



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participating in the live webinar even I was
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Tracy Parkinson

@TSParkinson



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And, as requested by [@kthompso](#), here's a waiting room view of me using that [@instructure](#) app for [#BlendKit2014](#) pic.twitter.com/xntReutWiE

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Amber Stokes

@amberstokes



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Proud to be on @usditeam with @AllisonCz
@gqcyd for #BlendKit2014
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BlendKit2014

Week 02 Webinar

Blended Interactions

Week 02 Webinar

- Hosts:
 - Dr. Kelvin Thompson
 - Dr. Linda Futch
- Assisting:
 - Jon Pizzo



Guest Speakers

- Dylan Barth, University of Wisconsin Milwaukee
- Roxanna Levin, St. Petersburg College



Interaction

Polls

Question 1

How do you design your course for interaction? What kind of activities do you save for the classroom and what kind of activities do you have online?



Question 2

How do you decide which mode to use at the design stage. Is the design influenced by connectivity and accessibility or students profile - i.e background of students or the availability of the technology?



Question 3

Does the discipline that you are teaching determine into the kind of "blend" that you give to a particular class?



Question 4

How do you communicate your expectations for blended interactions to your students? How often do you communicate with students?



Question 5

What is the role of the instructor/designer to design for interactions in the course as opposed to interaction that will happen regardless. Is interaction frosting or a graded activity?



Question 6

Reconsidering the issue of quantity and quality,
how much quantity is necessary quality
interaction?



Question 7

How can I best increase the rigor of online activities?



Question 8

What does the instructor role look like? What kinds of shifts have you observed in your own teaching role in your blended courses? Do you find yourself being more student centered? And what does that look like to you?



Question 9

Do you think it is important to participate in online and blended course to design a blended course? Does it help to capture the do's and don'ts?



Question 10

How can you prepare/train course administrators/faculty for "moderating" online/blended interactions?



More Questions

Housekeeping

Feedback

- Overwhelming majority are clear on instructions/assignments
- Most are finding readings, DIY, weekly webinars and blogs most helpful
- Average: 4 hours on Week02 activities

Feedback

- What does “Late” mean on the assignments? Just an arbitrary date. It means nothing in the context of this course. The course ends on 6/2/14. After that date you are too late to participate!
- Webinars - Just a reminder, look for the 2014 webinar recordings at the top of the page. You will find 2011 and 2012 listed below the 2014 recordings.

Best advice

When designing a blended course, Instead of content upload, concentrate on interaction

UCF/EDUCAUSE Certificate

- Must complete BlendKit2014
- Portfolio review

Next Week

- Topic: Blended Assessments of Learning
- Guest Speakers:
 - Dr. Beth Carlson, St. Petersburg College
 - Prof. Amy Mangrich, University of Wisconsin Milwaukee
- Have a great week

Contact Information

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