# Blended Course Integration Chart

## Instructions

One of the great challenges in designing blended learning courses is ensuring that the face-to-face and online portions of the course are well integrated into one, cohesive whole. This chart is an opportunity to articulate specific plans for this integration while anchoring back to (and perhaps revising) key course design components (e.g., learning outcomes, assessments, etc.). Generally speaking there are relatively few overall course outcomes but many more course/module-level learning objectives. Each course outcome should have at least one summative assessment, but learning activities may provide for a number of formative assessments/feedback along the way. **Adapt this chart to meet your needs.** Re-order/remove columns as you wish. However, please **stay focused on articulating how online and face-to-face components will be integrated**. (You may wish to note homework/groupwork activities as well.)

### Sample

Following is a sample of the first row of a chart completed for an undergraduate psychology course. Below this sample is a blank chart for your completion.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Outcome** | **Course Objectives** | **Final Assessment**(F = f2f; O = online) | **Learning Activities & Resources Needed**(F = f2f; O = online) | **Integration between In-Class & Online Components** |
| **To demonstrate they have achieved this outcome …** | **Students will …** | **Students will ultimately …** | **After experiences with …** | **Online and in-class activities will be *connected* through …** |
| ***Describe and explain major theories of personality.*** | ***Critically evaluate biological theories of personality******Critically evaluate behavioral theories of personality******Critically evaluate psychodynamic theories of personality******Critically evaluate humanist theories of personality******Critically evaluate trait theories of personality*** | ***Make a research-based multimedia presentation about a major personality theory (O)*** | ***Assigned readings (O), Discussions comparing learning theories (F & O),*** ***Online debate on assigned theory group (O), Lectures (F & O)******Resources and tools we’ll need . . .******E-Text, Journal articles,******Discussion board, PPT lectures with audio narration, Library webpage to help with research, Zoho Notebook for presentation, 2 hrs. of class time*** | ***Classroom discussion of online readings; online discussion of classroom lectures; presentation assignment will be explained both in class and online*** |

# Blended Course Integration Chart

**Instructor Name:**

**Course Title:**

**Course Description:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Outcome** | **Course Objectives** | **Final Assessment**(F = f2f; O = online) | **Learning Activities & Resources Needed**(F = f2f; O = online) | **Integration between In-Class & Online Components** |
| **To demonstrate they have achieved this outcome …** | **Students will …** | **Students will ultimately …** | **After experiences with …** | **Online and in-class activities will be *connected* through …** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |