



2022-2023 Three-Credit Hour Course: Blended Delivery of Instruction

- ▶ **Audience:** *West Virginia Teachers and Administrators*
- ▶ **Type:** *Self-Paced with Rolling Enrollment*
- ▶ **Enrollment:** *September 1, 2022 - April 14, 2023*
- ▶ **Duration:** *September 1, 2022 - May 19, 2023*

Description: All participants in the Blended Delivery of Instruction course will recognize the definition of blended learning as provided by the Christenson Institute; describe the different models of blended learning; address the support to be provided to students; address communication and collaboration strategies; determine how to introduce blended learning to students, parents, and school staff; and develop a blended learning implementation plan.

Course Goals:

- ▶ *Determine key words or phrases that define blended learning.*
- ▶ *Describe various components of blended learning.*
- ▶ *Identify components essential to a successful blended learning experience.*
- ▶ *Examine the implementation of blended learning models in multiple school settings.*
- ▶ *Explore strategies for student engagement that are addressed by blended learning models.*
- ▶ *Identify the technology available for the implementation of blended learning with their students.*
- ▶ *Become acquainted with and distinguish between face-to-face and online teaching standards and teacher competencies.*
- ▶ *Review examples of school-wide and classroom implementation of blended learning experiences.*
- ▶ *Recognize support structures for learners engaged in blended learning instruction.*
- ▶ *Identify different methods by which collaboration and communication take place in blended learning instructional settings.*
- ▶ *Learn strategies to encourage and support student collaboration and communication both online and in face-to-face interactions.*
- ▶ *Explore methods of assessing collaboration and communication using rubrics.*
- ▶ *Develop their definition and vision for blended learning in the classroom.*
- ▶ *Determine specific information regarding blended learning that informs each audience: students, parents, and school staff.*
- ▶ *Create a presentation to articulate information about blended learning to their students.*
- ▶ *Transform a current unit taught to students into a blended learning unit.*
- ▶ *Select specific strategies for the implementation of blended learning in the classroom, and*
- ▶ *Create a plan for implementing a blended learning unit.*



Session Overviews

▶ **Session 1 – What is Blended Learning?**

Welcome! So, what is blended learning, anyway? Like never before, we have the technology to transform education - making it more personally meaningful and relevant for students. Blended learning, the integration of face-to-face and online learning, can help achieve this. During this session you will begin to understand what blended learning is and how blended learning benefits students. You will become more familiar with essential features of blended learning and examine a variety of blended learning approaches by learning from teachers who have implemented blended learning in their classrooms.

▶ **Session 2 – Blended Learning Models**

So, how do you implement blended learning in a classroom? In this session you will examine some blended learning models and compare and contrast their characteristics. You will explore various strategies for student engagement that are used in blended learning classrooms. The technology aspects of implementing various models of blended learning will be identified. Finally, you will determine what technologies are available to support implementation of blended learning with your students.

▶ **Session 3 – Blended Learning Student Support**

During this session you will be introduced to Online Instruction Standards, review teacher competencies associated with online learning, and explore several K-12 blended learning programs. Blended learning classroom vignettes will provide authentic examples of blended learning in diverse classroom settings and will identify support structures for students involved in a blended learning classroom experience.

▶ **Session 4 – Blended Learning Collaboration and Communication**

As the teacher of a blended learning classroom, you will be involved with establishing class norms, assigning roles and responsibilities to your students, and providing support to individuals and small groups. The designing, modeling, and implementing of communication and collaboration in your blended learning space will be another responsibility you will need to address in this planning phase. This session has been developed to assist you with these tasks.

▶ **Session 5 – Introducing Blended Learning to Students, Parent and the School Staff**

As you progress through this session, you will develop your own personal vision for blended learning. You will assemble information and resources about how the various elements of blended instruction will be implemented in your classroom. You will determine how best to introduce and explain the changing roles of the teacher and the students; the balance of face-to-face and online activities; and the accompanying use of technology to your students, the parents of your students, and school staff. You will create a presentation to communicate your plans to your students.

▶ **Session 6 – Planning for Blended Learning**

Now that you have: developed an understanding of the definition of blended learning; selected at least two (2) blended learning models for future classroom implementation; developed student support strategies; explored student and teacher communication and collaboration opportunities; and created informational messages for students, parents and school staff, it is now time to plan an initial blended learning experience for your students. You may wish to develop a plan to transform a current unit that you teach into a blended learning unit that includes strategies specific to implementation.



Course Grades

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.

