



PARTNERSHIP FOR HIGHER EDUCATION REFORM – PHER

Blended Course Syllabus Template

Instructions on How to Use the Syllabus Template

This syllabus template is a planning document for organizing course content and learning activities in a blended course. This document can be used as a guide to design and develop a blended course syllabus. *As you design your syllabus, please adhere to the local (faculty and university) and national (MOET) requirements for syllabi development, making sure to comply with those standards (e.g., mapping course learning outcomes (CLOs) to program learning outcomes (PLOs), inclusion of required information, etc.).*

Please note that a unit represents one week in your course.

1. Fill in the Student Learning Outcomes table and related assignments used to assess the outcome.
2. For each unit, fill in the rows, providing the specific content you want to include.
3. We provided a suggested weekly blended schedule with specific elements, but feel free to make whatever adjustments you see fit.
4. Consider using tools on the [List](#) (found in Chapter 7) when creating content for various parts of your blended course.
5. Make additional unit tables for the number of weeks needed for your course.

A typical blended course meets 50% online asynchronously and 50% in-person. The online class will be conducted asynchronously (no online meeting; work at your own pace) with no students attending class on campus. Students must have the technology and internet access required to participate in the online sessions. The in-person class session will be held on campus in a physical classroom.

1. **Online Asynchronous Class:** The purpose of the online asynchronous class is to prepare students to gain the necessary knowledge. Students learn the content beforehand, so they can fully participate in class activities (e.g., ask questions, confirm understanding, deepen knowledge, etc.).
2. **In-Person Class:** The purpose of the in-person class is to optimize the interactions between instructor-students and students-students. Students practice applying key concepts with feedback from the instructor and other students. The in-person class can also reinforce student learning through group work, group projects, and other interactive activities.

Course Information

Title:

Description:

Instructor:

Student Learning Outcome	Assignments Used to Assess
“By the end of this course, students should be able to...”	
1.	<ul style="list-style-type: none">••
2.	<ul style="list-style-type: none">••
3.	<ul style="list-style-type: none">••
4.	<ul style="list-style-type: none">••
5.	<ul style="list-style-type: none">••

Suggested Blended Course Unit Schedule

Unit #:	Topic:	
 Overview <i>Introductory text for students</i>	<ul style="list-style-type: none">• Provide a brief overview of this unit	
 Learning Outcomes <i>List the learning objectives for this unit.</i>	<ul style="list-style-type: none">• List the learning outcomes for this unit	
Online Class (Focus on lower-level Bloom's Taxonomy: Remember, Understand, & Apply)	 Read <i>Textbooks, articles, etc.</i>	<ul style="list-style-type: none">• (Author) , Chapter X, pp. xx-xx• (Author) , Chapter X, pp. xx-xx
	 Watch <i>Recorded lectures, YouTube videos, etc.</i>	<ul style="list-style-type: none">• “Title of Video” by Author (link provided)• “Title of Video” by Author (link provided)
	 Discuss <i>Forum discussions</i>	<ul style="list-style-type: none">• Discussion Prompt and Instructions
	 Assessment <i>Quizzes, tests, performance tests aligned to learning outcomes</i>	<ul style="list-style-type: none">• Multiple Choice Quiz• Short Written Test

	 Reminders <i>Upcoming due dates, major exams, etc.</i>	<ul style="list-style-type: none"> • Reminder 1 • Reminder 2 • Reminder 3
In-Person Class (Focus on higher-level Bloom's Taxonomy: Apply, Analyze, Evaluate, & Create)	 Presentation <i>Announcements, mini-lectures, etc.</i>	<ul style="list-style-type: none"> • Announcement • Mini-lecture to recap key concepts
	 Assessment <i>Quizzes, tests, performance tests aligned to learning outcomes</i>	<ul style="list-style-type: none"> • Multiple Choice Quiz • Short Written Test
	 In Class Activities <i>Group work, experiments, projects, etc.</i>	<ul style="list-style-type: none"> • Activity 1 - Focus on application on concepts • Activity 2 - Focus on application on concepts

Definition for Each Course Element

 Overview: <i>Introductory text for students</i>	<p>In a few words, describe the key content for the unit. This can also evolve into an announcement.</p>
 Learning Outcomes <i>List the learning objectives for this unit</i>	<p>Learning outcomes are the observable skills that students will be able to carry out by the end of and as a result of your course. Include action words such as Discriminate, Create, Write, Calculate and not unobservable words such as Understand and Appreciate. List what the student will do, not what the faculty member will do, such as Cover or Review the Material.</p>
 Reminders <i>Upcoming due dates, major exams, etc.</i> <i>Suggested technology tools:</i> WhatsApp and Zalo	<p>It is best to include a clear, detailed list of due dates and always use the same assignment name when an assignment is referred to in multiple places in the course. Do not refer to the same assignment as, for example, the final paper, final report, etc.</p>
 Read <i>Textbooks, articles, etc.</i> <i>Suggested technology tools:</i> Hypothes.is and Perusal!	<p>Keep in mind that you can link to web-based articles, blogs, reports, etc. or ask students to use the school's online library. All of these online resources will typically be free of charge to students. Make students accountable for completing reading by making weekly forums or quizzes that require an understanding of the reading material to complete.</p>
 Watch	<p>In the blended class, you can assign ready-made videos for students to</p>

<p><i>Recorded lectures, YouTube videos, etc.</i></p> <p><i>Suggested technology tools:</i> TedTalks, EdPuzzle, and Loom</p>	<p>watch independently. You can also create weekly announcement videos and recorded lectures for students to watch prior to class.</p>
<p> Discuss <i>Forum discussions</i></p> <p><i>Suggested technology tools:</i> Piazza and Flip</p>	<p>Ask students to show their knowledge of the material and ask them to apply it to a personal or professional situation. A typical structure is to ask students to make an original post by about half way through the week and the respond to two other students a few days later. You should provide instructions for each kind of post. You may limit the forum so that students cannot read other posts until they make their own first post.</p>
<p> Presentation <i>Announcements, mini-lectures, etc.</i></p> <p><i>Suggested technology tools:</i> Canva and Adobe Express</p>	<p>In the blended classroom, faculty may use their in-person class to make important announcements and give mini-lectures (10 minutes or less). To optimize the in-person class, it is best to leverage your unique skills and experiences through demonstration, sharing experiences, answering student questions, and supporting group work with specific feedback.</p>
<p> In-Class Activities <i>Group work, experiments, projects, etc.</i></p> <p><i>Suggested technology tools:</i> Padlet and Miro</p>	<p>In-class activities in a blended course are designed to optimize the face-to-face interaction between instructors and students and student-to-student collaboration. These in-class activities aim to deepen understanding through application, analysis, and synthesis of the concepts introduced during the online class.</p> <p>Potential In-Class Activities:</p> <ul style="list-style-type: none"> ● Case-based learning ● Co-authoring ● Debates ● Demonstrations ● Formative Assessment ● Small Group Discussion ● Role-play-based Learning ● Scenario-based Learning ● Simulation ● Student Presentations ● Problem-based Learning ● Project-based Learning
<p> Assessment <i>Quizzes, tests, performance tests, and related assessments aligned to learning outcomes</i></p> <p><i>Suggested technology tools on online assessment:</i> Google Forms and Quizizz</p> <p><i>Suggested technology tools for in-person assessment:</i> Kahoot and Mentimeter</p>	<p>Evaluate the student's learning via online self-grading quizzes or in-class live polling. Evaluate the success of the session through an exit survey, with the items such as: What went well today? What did not go well? How could it have been done differently? What do you still have questions about? Other assessment options: Multiple choice, true-false, multiple select, short answer, essay or performance tests.</p>