

Blended Course Blueprint Template

Instructions

This blueprint is a preliminary planning document for the Subject Matter Expert (SME) to organize the content of the proposed blended course. The Instructional Designer (ID) will use this blueprint to guide the design and development of the blended course. Please note that this blueprint does not necessarily represent the final order or content of items that will be placed in the finished online course.

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 specific content you would like to include.
3. Make a copy of the unit table for the number of weeks needed for your course.

Course Information

Title:

Target Launch Date:

Documents Folder Link:

SME Contact

Name:

Email:

Phone

ID Contact

Name:

Email:

Phone

Assignment Tips

- If possible, consider creating assignments and a Final Project that students can use in a portfolio. The more practical for their career, the better!
- Remember to provide resources/guides for students to complete each assignment successfully. For example: "Write a 5 page paper on _____. Refer to Textbook chapters 3-4, and Lecture 5."
- Ensure each reading, assignment, and project directly corresponds with a specific SLO (Student Learning Outcome).
- It is best practice to limit discussions to 1 discussion per week.

PowerPoints and Lecture Tips

- When creating slides with voice-over narration, avoid personal introductions or time-bound references such as "this year, when the movie ____ came out...". Instead: "In the film, _____ (2018), the protagonist faces...".
- When you reference documents, presentations, videos or other files, please upload the files into the Documents folder in Google Drive/Dropbox. All files should be uploaded to the Documents folder and be named to match the title used in the Blueprint. For websites or YouTube/Vimeo videos, please paste the link in this document.

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Questions?

- Contact ID if you have any questions! I am here to help you!

Please fill in the chart below with the Student Learning Outcomes as listed in the Syllabus.

Student Learning Outcome	Assignments Used to Assess
"By the end of this course, students should be able to..."	
1.	• •
2.	• •
3.	• •
4.	• •
5.	• •

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Unit #:		Title:
In Class	Learning Outcomes: <i>taken from Syllabus</i>	
	Presentation	
	In Class Activities	
	Evaluation	
Online	Learning Outcomes: <i>taken from Syllabus</i>	
	Overview: <i>introductory text for students</i>	
	 Read <i>text, articles, etc.</i>	• (Author) , Chapter , pp. • (Author) , Chapter , pp.
	 Watch <i>presentations, videos, etc.</i>	• •
	 Discuss <i>forum discussions</i>	Discussion Title: Discussion Prompt/Instructions: <i>(repeat as necessary for multiple discussions)</i>
	 Do <i>list all activities, assignments, group work, etc.</i>	• •
	 Quiz <i>quizzes, tests, performance tests</i>	
	 Reminders <i>upcoming due dates, major exams, etc.</i>	

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Guidelines for Each Course Element

Learning Outcomes:	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.
Presentation	In the blended classroom, some of what is taught in the traditional classroom is made available to students online allowing in class time for leveraging the instructor and the presence of the group. Faculty who employ the flipped model may still lecture but for a shorter period of time. The presentation can also take the form of answering students' questions and reflecting on successes and failures in the online assignments turned in during the week. It is best to leverage your unique skills and experiences such as through demonstration, sharing experiences, answering student questions and supporting group work with specific feedback.
In Class Activities	For collaborative exercises: Make sure there is a clear goal – consider a project or structured discussion. Make assignments of a scope that they cannot be completed by one person. Consider Problem-Based Learning and Peer Tutoring. Create teams of 2 – 6 participants with heterogeneous levels of knowledge. Have groups determine a team leader, specific roles for each member and a code of conduct. Consider peer assessment. Monitor groups and share the outcomes.
Evaluation	Evaluate the student's learning with in class quizzing or live polling (Poll Everywhere, Kahoot!) 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?
Overview: <i>introductory text for students</i>	In a few words, describe the key content for the unit. This can also evolve into an announcement.
 Read <i>text, articles, etc.</i>	Keep in mind that you can link to Web-based articles, blogs, reports, etc. or ask students to use APU's online library. All of these online resources will typically be free of charge to students. There are also open Make students accountable for completing reading by making weekly forums or quizzes require understanding of the reading material to complete.
 Watch <i>presentations, videos, etc.</i>	In the flipped classroom, some of what is taught in the traditional classroom is made available to students online. You can create weekly announcement videos of yourself for students to watch. Part of it can be the same each time you teach the course and part can be specific to the current group of students. These can be two separate videos or be edited together.

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 Discuss <i>forum discussions</i>	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.
 Do <i>list all activities, assignments, group work, etc.</i>	<u>Sample activities:</u> - Blogs - Case-based learning - Co-authoring - Debates - Demonstrations - Digital Video - e-Portfolios - Formative Assessment - Forums (Entire Class) - Forums (Small Groups) - Create Glossaries - Interactive Decision Trees - Interactive Maps - Interactive Study Guides - Interactive Timelines - Journaling - Learner Self-Assessment - Learning by Designing - Create Multimedia (Student) - Online Flashcards - Podcasting - Create PowerPoint - Problem-based Learning - Project-based Learning - Publisher Materials - Research - Role-play-based Learning - Scenario-based Learning - Simulation - Student Presentations
 Quiz <i>quizzes, tests, performance tests</i>	Options: Multiple choice, true false, multiple select, short answer, essay. or performance tests.
 Reminders <i>upcoming due dates, major exams, etc.</i>	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.