Chapter 2: Basic Principles of Blended Learning Video Transcript

In order for students to learn and remember information, instructors should make sure students are engaged with the course.

Most educational institutions require instructors to write learning objectives which include observable actions that the students will be able to do as a result of the lesson.

Observable words include write, analyze, create, etc. rather than words like understand and appreciate.

And then in the lesson we help students to achieve the objective with a practice exercise and then measure the attainment of objectives with some type of assessment.

The main differences between a practice exercise and an assessment are that:

-The practice exercise should provide feedback on how the student performed and

-The assessment should measure the performance with some type of score.

Like any course, a blended course may include various types of activities, especially since they include online and face-to-face modalities.

A good basic structure for a lesson teaching an important concept or task we want students to learn in a course follows this pattern:

- Present the generic definition of a supporting concept or the steps of a task.

- Give a real life example. This can be a demonstration for tasks.

- Ask the student to identify an instance, evaluate an example or carry out the task in a realistic setting.

In Chapter 1 we discussed how to sort your course content into online vs in person delivery.

Remember that instructors can handle emotional content and interpret complex problems

while computers will patiently allow students to replay any content, re-take quizzes and are available at any time.

Assignments that are products, such as papers, can be turned in online for instructors to grade,

but assignments that are processes, such as a demonstration, are easier to assess in person.

A principle is a way that you carry out a complex task. Blended courses should be guided by the following principles.

learner control.

learner reflection.

collaboration.

social presence.

and student motivation. This chapter will focus on learner control and student motivation.

Let's look first at learner control. We know that today's students drive most of their own day to day decisions and activities in the real world and online.

While random or even intentional surfing or scrolling is inadequate for students to learn at the necessary level, instructors can let go of the reins a little and still provide guidance.

Remember the expression: Be a guide on the side, not a sage on the stage. You can give students some choice, with support, to create engaging and motivating experiences.

While all instructors have a certain order of content and pace in mind, it is good to be somewhat flexible, which the online environment provides.

For example, instead of locking future modules or lessons, open them so that students can move forward, especially if they need to get ahead due to other commitments.

Part of the strength of the online environment is that it is patient. It can help to remediate a student with repeated playing of a video or more basic content provided if needed.

You may also allow students to test out of certain topics.

Giving students more power over what they learn and how fast they learn is associated with greater student satisfaction and better student out-comes.

Another example of learner control is allowing students to choose project topics, or providing A and B options such as writing a paper or completing a video to earn the same credit.

Instructors can allow for even more self-reliance and ask students to write discussion prompts or quiz items for the class.

You can allow students to choose their own project teammates as well. Giving control to students has been shown to be correlated with more time on task, which leads to better learning.

Instructors of blended courses must be mindful of student motivation. Traditionally, student retention in the course has been a bigger problem for online vs. face-to-face courses.

This problem can be solved partly with the addition of face-to-face meetings found in blended courses.

A student's persistence to complete a course is driven by motivation, which is influenced by students' perceived relevance of the material and their belief in their ability to succeed.

Instructors who provide positive feedback, and offer clear instructions strengthen student motivation. All of the blended learning principles should foster student motivation and ultimately persistence in your course.