Oregon State University
Center for Teaching and Learning

Blended Course Planning Chart (see guidelines on next page before using)

Instructor: Course name/number:

Frequency and duration of face-to-face class meetings:

Course Learning Outcome "After successful completion of this course, you will be able to . . ."	**Assessment** (C = in class; O = online) How will mastery of outcome be measured?	**Learning Activities** (C = in class; O = online) What will students do to achieve mastery?	**Integration between In-Class & Online Learning Activities** How are online and in-class components functionally connected?

How to Use the Blended Course Planning Chart

This chart guides your blended course development and ensures that you maintain alignment in your course. Each element of your course supports ("aligns with") one or more of your course outcomes. This chart is useful in showing you where you may be missing an activity or perhaps have a non-aligned element in your class.

Course Learning Outcomes
Use a separate row to list each major course outcome in your class. Ideally, each course outcome should be measurable and specific. Use action verbs when describing what students will be able to do. If course outcomes are mandated by your department, you may not be able to alter them. In that case, think about measurable unit-level learning outcomes that would support the broader course outcomes.

Assessment
Indicate what types of measurements/assessments will be used to provide evidence of the degree to which a student has mastered each course learning outcome. For instance, this may be an exam, essay, written project or presentation. Indicate whether each assessment will take place online or in class.

Learning Activities
List the learning activities that students will do to reach the course learning outcomes. This can be a broad range of individual or group activities such as discussing, debating, journaling, reading, researching or journaling. Be sure to indicate which will take place online and which will happen in class.

Integration between Online and In-Class Components
Explain how the online components will support the in-class activities and vice versa. How will content and activities be sequenced and woven together? Where will students see explicit connections between the online and in-class materials?