
PARTNERSHIP FOR HIGHER EDUCATION REFORM – PHER

Blended Learning Course Syllabus

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Overview Blended Learning

Blended learning is an innovative approach to education that combines traditional face-to-face instruction with online learning, creating a dynamic and flexible learning environment. This method integrates the strengths of both in-person and online education, allowing students to benefit from individualized learning experiences while still engaging in collaborative classroom activities. By leveraging technology, blended learning not only enhances the accessibility and efficiency of education but also empowers learners to take control of their educational journey, fostering deeper understanding and retention of knowledge.

Course Description

This Blended Learning Course provides an overview of the essential knowledge, skills, and abilities to design, develop, and deliver blended courses. The course will benefit beginner instructors new to blended learning and experienced instructors who need a quick refresher. The chapters are intended to be hands-on and highly practical. We will provide handouts, templates, checklists, and tools that instructors can immediately use in their blended course development.

Course Objectives

By the end of this course, participants will gain the skills and knowledge necessary to design and deliver an effective blended learning experience. The following course objectives outline the key competencies that learners will develop throughout the course.

1. Understand the structure and navigation of a blended learning course, including the integration of synchronous and asynchronous learning modalities.
2. Apply key principles of blended learning, such as learner control, motivation, reflection, and collaboration, to effectively blend online and face-to-face components.
3. Develop a blended learning syllabus and course plan that incorporates organized content, engaging learning activities, and varied assessment methods aligned with course goals.
4. Integrate technology proficiently in blended courses using models like SAMR and TPACK to enhance student engagement and learning outcomes.

- Implement strategies from Universal Design for Learning (UDL) to create an inclusive and accessible blended learning environment for all students.

Chapter Outline

Chapters	Learning Outcomes	Select Learning Activities
Introduction to Blended Learning Course	Understand how the course is organized and how to navigate the course effectively.	Watch: Video introducing the course and defining blended learning Read: Blended Learning Syllabus Assess: Pre-course diagnostic assessment Review: Additional resources
Chapter 1: Essential Elements of Blended Learning	Understand the key components of blended learning, including the role of instructors, technology, and modalities.	Watch: Video about the essential elements of blended learning Read: Article about the essential elements of blended learning Assess: Take a comprehension quiz Review: Additional resources
Chapter 2: Basic Principles of Blended Learning	Understand how learner control and motivation are important principles for blended learning.	Watch: Video on basic principles of blended learning Read: Article about Video on basic principles of blended learning Do: Fill out the chart with online and in-person activities Assess: Take a comprehension quiz Review: Additional resources
Chapter 3: Advanced Principles of Blended Learning	Understand how learner reflection, social presence and collaboration are important principles for blended learning.	Watch: Video on advanced principles of blended learning Read: Article on advanced principles of blended learning Do: Fill out the handout on instructional strategies for blended learning Assess: Take a comprehension quiz Review: Additional resources
Chapter 4: Student Learning Assessment	Design a blended learning assessment plan that incorporates at least three different assessment types and aligns with course goals.	Watch: Videos on student learning assessment Read: Handout on Assessment Toolkit and Assessment Planning Template Do: Engage in the discussion about assessment in Flip. Assess: Take a comprehension quiz Review: Additional resources
Chapter 5:	Use the provided Blended Course Syllabus Template and	Watch: Video on syllabi development Read: Syllabus Template and Sample Syllabus

Syllabi Development	Sample Blended Course Syllabus to create a detailed blended learning course.	Do: Create your blended course syllabus using the Syllabus Template and Sample Syllabus as reference guides. Assess: Take a comprehension quiz Review: Additional resources
Chapter 6: Instructional Design Guidance	Create a detailed course plan using the Instructional Design Planner to foster student success in a blended learning environment.	Watch: Videos on instructional design guidance Read: Handouts on Backward Design, Instructional Design Principles, and Social Presence Do: Complete the Backward Design Template and Instructional Design Planner for a course you would like to revise or create. Assess: Take a comprehension quiz Review: Additional resources
Chapter 7: Technology Integration	Gain technology integration proficiency in using the SAMR Model, the TPACK Framework, and the Technology Integration Worksheet.	Watch: Video on making smart technology choices Read: Handouts on SAMR Model, TPACK Framework, and Suggested Tools. Do: Identify a few technology tools from the handouts for your blended courses. Assess: Take a comprehension quiz Review: Additional resources
Chapter 8: Ensuring Accessibility	Identify at least three specific strategies from the UDL and Accessibility Checklist to create a more inclusive and accessible blended learning environment for their students.	Watch: Video on accessible learning and Universal Design for Learning (UDL) Read: Handouts on Principles and Practices for Accessibility and UDL and Accessibility Checklist Do: Complete the UDL and Accessibility Checklist. Assess: Take a comprehension quiz Review: Additional resources

Course Organization

The course has **8 substantive chapters**. The required content in each chapter can be completed in approximately **20-25 minutes**. We also provide supplemental content for learners to explore at their leisure. A typical instructor can complete the entire course in about **3 hours**. Each chapter includes carefully vetted resources, such as helpful guidelines, ready-to-use templates, practical resources, and research-based articles.

Considering the hectic schedules of most instructors, this course utilizes a **micro-learning strategy** that allows learners to engage with the material in **short, manageable sessions**, enabling them to **easily enter and exit a chapter** without requiring a significant time commitment. Additionally, the course is designed with a **modular framework**, allowing learners to navigate through the material in any order. In summary, this course is both **practical and applicable**, integrating **proven methods** with the **latest resources**. We aim

to equip you with everything you need to build your blended course successfully.

While it may vary from chapter to chapter, most chapters are organized in the following structure.

- **Overview:** This section outlines the learning outcomes and overview of the chapter.
- **Blended Instructions:** This section provides instructions for what the learners should focus on Before, During, and After class.
- **Watch:** This section offers one or more videos focused on the chapter's topic.
- **Read:** This section provides one or more readings and/or resources to dive deeper into the chapter's topic.
- **Assess:** This section allows learners to test their understanding of the chapter's materials.
- **Do:** This section provides the learner with a hands-on, practical activity that applies the concepts and principles introduced in the chapter.
- **Reflect:** This section allows the learner to reflect on the topic of the chapter.
- **Resources:** This section offers additional Practical and Research Articles for learners to explore the topic further.

Learning Pathways

We understand that participants in this course have varying levels of experience with blended learning. To accommodate everyone, we have designed two learning pathways. Please choose the pathway that best suits your background and experience. By following the pathway that aligns with your experience, you will maximize the benefits of this course. We look forward to supporting you in your journey to enhance your blended learning skills.

New to Blended Learning:

- **Videos:** Watch all instructional videos to gain a foundational understanding of blended learning concepts.
- **Readings:** Read all provided materials to deepen your knowledge.
- **Activities:** Complete all activities, especially the hands-on exercises, to apply what you've learned.
- **Reflection:** Engage with your peers in the reflection to share your experience and insights

Experienced in Blended Learning:

- **Videos and Readings:** You're welcome to skim or skip the videos and readings if you have extensive experience with blended learning.
- **Activities:** Focus your efforts on the hands-on activities for each chapter, tailoring

them to your specific teaching context.

- **Reflection:** Engage with your peers in the reflection to share your experience and insights.
- **Resources:** Use the provided materials as a reference to enhance and refine your existing knowledge.

Course Instructors



Dr. Tasha Bleistein is a professor, the TESOL Program Director, and the Interim Associate Dean for the College of Liberal Arts and Sciences at Azusa Pacific University. She enjoys teaching about language pedagogy, technology, and curriculum design. She has co-authored two books, *One-on-One Language Teaching and Learning: Theory and Practice* (2015) and *Teaching Speaking* (2013; 2020), as well as a number of book chapters and journal articles. She was a teacher for 11 years in Central America and Asia prior to returning to teach in the United States. When she is

not working, she enjoys trying out new recipes in the kitchen, growing vegetables in her garden, going for walks in her neighborhood, and watching sports with her husband.



Dr. Ann Kwinn, currently the Manager of Instructional Design and Quality Control at UC Riverside Extension, is a seasoned professional specializing in blended learning strategies. With a Ph.D. in Educational Technology from the University of Southern California (USC), she has been shaping the landscape of e-learning and instructional design for over two decades. Her career spans roles such as Associate Professor and Director of Instructional Strategy at Azusa Pacific University, where she oversaw the integration of technology and pedagogy. Dr. Kwinn has also

contributed significantly to various institutions as an instructor, including at Walden University and Bellevue University, further enhancing her expertise in creating engaging and effective learning environments.



Dr. Michael Truong has expertise in online and blended learning, educational technology, instructional design, faculty development, and emerging technologies, including artificial intelligence (AI). He has served on board leadership of professional associations at state, national, and global levels. He is also a frequent speaker and consultant on the intersection of teaching, learning, and technology in the U.S. and Asia. He was a Fulbright Specialist 2019-2023,

working with Hanoi University, VNU University of Language and International Studies, and Ho Chi Minh City University of Education. In addition, he has developed two MOOCs focused on online and blended learning.

General Blended Learning Resources

Practical Resources

1. [BlendKit Reader](#) - University of Central Florida
2. [Blended Learning Design](#) - Lumen Learning
3. [Administration of Blended Programs](#) - Online Learning Consortium
4. [Quality Assurance E-Learning Standards](#) - Penn State
5. [Teaching Online Pedagogical Repository \(TOPR\)](#) - University of Central Florida

Research Articles

1. Dziuban, C. D., Picciano, A. G., Graham, C. R., & Moskal, P. D. (2016). *Conducting research in online and blended learning environments: New pedagogical frontiers*. Routledge.
2. Huy, N. X., Huyen, N. T. T., Huy, V. N., Ba, N. T., & Dat, L. Q. (2023). Factors influencing the effectiveness of blended learning activities: A case study of Vietnam National University, Hanoi. *Multidisciplinary Science Journal*, 5, 2023044. <https://doi.org/10.31893/multiscience.2023044>
3. Madden, A. G., Margulieux, L., Kadel, R. S., & Goel, A. K. (2019). *Blended learning in practice: A guide for practitioners and researchers*. The MIT Press.
4. Means, B., SRI International Center for Technology in Learning, & United States Department of Education Policy and Program Studies Service. (2009). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. U.S. Dept. of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. <http://bibpurl.oclc.org/web/35320>
5. Fink, D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses (2nd ed.)*. Jossey Bass.
6. Stein, J. G. C. R. (2020). *Essentials for blended learning, 2nd edition: A standards-based guide*. Routledge. <http://public.eblib.com/choice/PublicFullRecord.aspx?p=6182043>