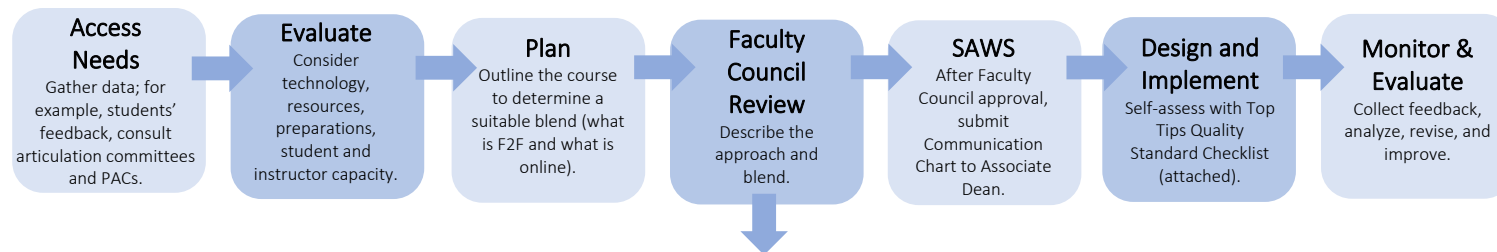


Context and Purpose

Blended learning, which involves a mix of traditional classroom instruction and online education, is increasingly being adopted in higher education. Following emergency remote education during the COVID-19 pandemic, some Trades and Applied Technology (TAT) programs piloted blended programs. The TAT Blended Learning Ad Hoc (BLAH) Committee is exploring how to sustain this innovation to support excellence in blended learning. There are differing interpretations of what blended teaching and learning mean. Each program that wishes to undertake blended delivery will need to clarify, define, and communicate the proposed blended learning approach in the specific context of each program, considering their unique needs and requirements. Therefore, the following Communication Chart and Top Tips checklist are provided to facilitate communication and evaluate quality standards for blended learning design.

Process



Complete the Communication Chart below and submit it to the tatdeansoffice@viu.ca at least one week before the Faculty Council meeting. Plan to attend the meeting to discuss.

Communication Chart

FACULTY	
DEPARTMENT / PROGRAM	

Please identify and describe each course(s) you propose for blended delivery.

Course: number and title	Calendar Description	Proposed Blend F2F/online synchronous/online asynchronous/Hy-flex.	Description	Technology What technology is needed to deliver and participate?	Rationale Explain how learners will benefit from a blended approach.
<i>Example</i> HELP 111 (3) Skills and Practices	<i>Using theory and practice, identify and apply shop and site safety practices and personal safety practices.</i>	50% F2F 40 % online asynchronous 10% online synchronous	<i>Students are expected to attend all F2F classes. On Mondays, students will participate in bi- weekly Zoom meetings (online synchronous) from 5 to 6 pm.</i>	<i>Students and instructors will need a computer, laptop, tablet, or smartphone with internet connectivity, microphone, speakers, or headset. A webcam is also recommended for video conferencing.</i>	<i>Blended learning will enhance accessibility, particularly for students residing in remote communities and individuals with other commitments that make it difficult for them to participate in traditional classroom-based learning. The approach will allow students to balance their time between attending classes on campus and studying online in a flexible manner that suits their schedule, location, and pace of learning. Surveys and meetings suggest support (data attached).</i>

Blended Learning: Communicating Course Modalities

April 2023, Draft for Review

Course: number and title	Calendar Description	Proposed Blend F2F/online synchronous/online asynchronous/Hy-flex.	Description	Technology What technology is needed to deliver and participate?	Rationale Explain how learners will benefit from a blended approach.

* Definitions

F2F: Face-to-face: Synchronous

On campus (most of the time) teaching in which instructors and students are together in classrooms on campus according to a pre-determined schedule. Teaching and learning is supported by learning technologies to ensure students have access to learning materials. This includes “in community” programming delivered in First Nations and other communities using local facilities (rented or as part of a shared partnership). Also includes field schools, practicums.

Online: Mixed synchronous and asynchronous

All teaching takes place in online environments with no face-to-face interaction between instructors and students. There are some scheduled class times with additional unscheduled time for student independent activity guided by the course site. Students work toward pre-determined goals and deadlines on assignments. Instructors determine the appropriate balance of synchronous and asynchronous activity. Learning is supported by learning technologies to ensure that students have access to learning materials, and to facilitate interactions between instructors and students.

Hy-flex: Synchronous online and face-to-face with asynchronous accommodation

HyFlex education allows students to choose the mode of attendance that best suits their learning style, schedule, location, and other circumstances. In a HyFlex class, students can attend in-person lectures and demonstrations, participate in real-time online discussions, watch recorded lectures, and complete coursework and assignments online. The HyFlex approach seeks to provide students with a more personalized and adaptable learning experience while accommodating different learning preferences and accessibility needs. Learning technologies support teaching and learning to ensure students have access to learning materials and facilitate interactions between instructors and students. For example, in a HyFlex class, sessions occur according to a pre-determined schedule, with instructors teaching on campus in rooms equipped with video conferencing or other assistive technology. Students decide whether to attend in person or online, and sessions are recorded for asynchronous access.

Blended: online and face-to-face

Most teaching and learning occur online, synchronously, or asynchronously, with certain key elements delivered face-to-face. Examples of face-to-face activity could include cohort programs coming together physically for certain intensive elements of the course, or compressed elements of larger programs. Timing of face-to-face elements could be determined by industry requirements, demand for space on campus, weather/destination-based recruitment potential, etc. This may also include “in community” programming delivered in Indigenous and other communities using local facilities (rented or as part of a shared partnership).



Top Tips for Blended Learning

Quality Standards

Course Information

- ☐ A course [outline/syllabus](#) and course description are provided at the beginning of a course.
- ☐ Learners are informed of the ways in which they can communicate with the instructor.
- ☐ Learning outcomes/objectives are achievable, measurable, relevant, clearly stated, and concise.
- ☐ The grading information is presented to the learners at the very beginning of the course and is easily accessible throughout the course.
- ☐ The respective roles of the instructor and the learners in the course in achieving the learning outcomes/objectives are explained.
- ☐ Expectations, policies, and procedures are shared so that everyone is clear about academic expectations, behaviors, and boundaries that they must adhere to.

Organization

- ☐ The learning path guides learners through the entire course. It explains the learning activities and how they are to be used to fulfill the learning outcomes/objectives.
- ☐ The learning material is organized to show learners the relationship of the course components to the achievement of the learning outcomes/objectives.
- ☐ Learners are informed of the time commitment expected for them to complete all the learning activities.
- ☐ The course schedule details and clearly identifies course modality (what is face-to-face, what is asynchronous and/or synchronous online) to help students prepare and manage their time.

Writing

- ☐ The content is free of bias related to age, culture, ethnicity, sexual orientation, gender, or disability.
- ☐ The positive tone of the writing contributes to a supportive learning environment.
- ☐ All academic content in the course is appropriately [cited](#) to give credit to others' ideas and to model appropriate academic practice for learners.
- ☐ The language is clear and readily comprehensible.
- ☐ The course uses correct grammar, punctuation, and spelling.

Pedagogy

- ☐ Instructions for all activities, graded and nongraded, are clear and complete.
- ☐ Learners are provided clear details of the marking criteria that will be used for all graded activities.
- ☐ Interactive activities are incorporated into the course, all of which facilitate deeper understanding of the content.
- ☐ Instructional strategies are designed to be compatible with learners' different interests, learning needs and preferences.
- ☐ The course features authentic assessment, which is intended to replicate real-life challenges that students may encounter.
- ☐ Formal and informal feedback to learners is incorporated throughout the course.
- ☐ Flexibility and choice are incorporated to accommodate students' schedules and to promote student agency. Learning design considers flexibility in location, pace, time, format, and/or assessment.

Resources

- ☐ Learning materials are current.
- ☐ The authority of learning materials is apparent.
- ☐ Learners are provided with a variety of learning materials (for instance readings, videos, and audio files, etc.).
- ☐ A list of learner support resources with links to the sources is provided.

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- ☐ The course elements use a logical and consistent structure and design format.
- ☐ The course is designed to facilitate legibility and readability. The course uses [Universal Design for Learning](#) concepts.
- ☐ Navigation throughout the course is consistent, predictable, and efficient.

Technology

- ☐ Multimedia functions well. The course uses basic hardware and free software plug-ins where required. Learners are informed of any specialized technology requirements.
- ☐ An orientation to the delivery technologies used in the course is provided to enhance students' digital literacy and enable them to fully participate in the course.
- ☐ Steps are taken to [protect student privacy](#) (obtain consent, limit data collection, secure data storage, and securely dispose of data).

Reflective Questions

☐ **How will you incorporate flexibility?**

Blended learning provides students with flexibility, allowing them to have some degree of autonomy over the time, location, and speed of their learning. However, it is essential to determine how much of this flexibility is suitable and necessary for a given course design.

☐ **How will you facilitate interaction?**

One critical aspect of blended learning is the promotion of student interactions. These interactions may take various forms, such as in-person meetings, synchronous or asynchronous online communication.

☐ **How will you facilitate students' learning process?**

Many students are familiar to the conventional in-person learning and teaching setting but adopting a blended learning approach demands a degree of self-directed learning.

☐ **How will you foster an affective learning environment?**

Given the nature of blended learning, it is crucial to establish a supportive and engaging learning community, which fosters positive attitudes and a sense of belonging among students.

☐ **What teaching modality meets the needs of learning activities?**

Modality will depend on the specific learning goals, content, and context of each topic and activity, as well as the strengths and needs of the learners.

☐ **What educational technology will enhance student learning?**

When selecting educational technology, it is essential to consider its relevance to your learning objectives and criteria for interaction. Additionally, ease of use and accessibility on mobile devices are important factors to consider.

Additional Resources

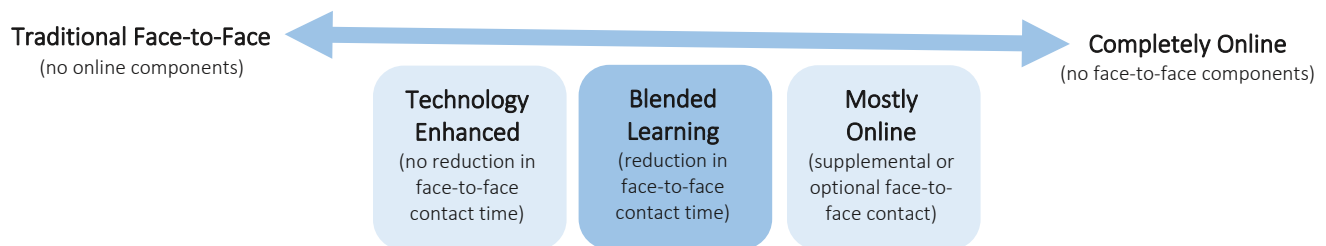
[Guide to Blended Learning](#), Athabasca University, Canada [Pressbook]

[Blended Learning](#), Centre for Innovation and Excellence in Learning, Vancouver Island University [Blog]

[Digital Toolbox](#): A collection of digital tools for teaching and learning, Trades and Applied Technology, Vancouver Island University [Padlet]

[Digital Citizenship](#): Toolkit for co-creating classroom netiquette agreements, Trades and Applied Technology, Vancouver Island University [Padlet]

Defining Blended Learning



Blended learning combines face-to-face classroom instruction and technology-based online learning techniques to broaden and enhance learning opportunities for students (Graham et al. 2013; Su, 2019)

References

Top Tips for Blended Learning is adapted from: eCampus Alberta. (2017). *Essential quality standard 2.0* [Brochure].

https://scope.bccampus.ca/pluginfile.php/56615/mod_book/chapter/2695/Essential%20Standards%20-%20Quality%20Online.pdf

Reflective Questions are adapted from: Su, F. (2019). Blended learning pedagogy in higher education. *Encyclopedia of Educational Innovation*, 1–6. https://doi.org/10.1007/978-981-13-2262-4_19-1

Graham, C. R., Woodfield, W., & Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher education. *Internet and Higher Education*, 18, 4–14. <https://doi.org/10.1016/j.iheduc.2012.09.003>



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