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.

VIULearn

- [ ] 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.
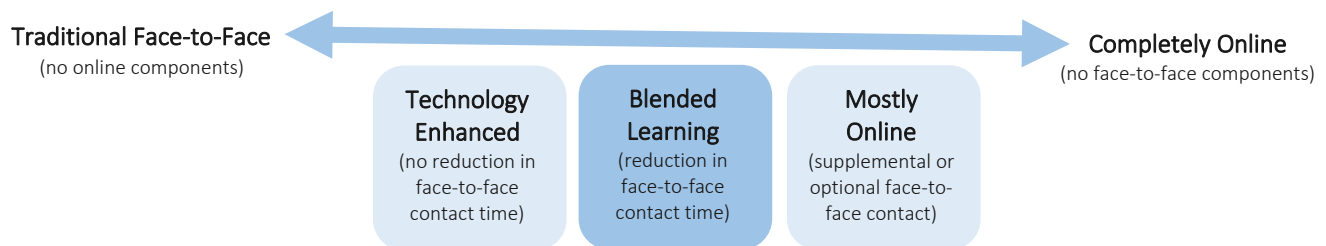
Additional Resources

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

Traditional Face-to-Face (no online components) ←——————————————→ Completely Online (no face-to-face components)

| Technology Enhanced (no reduction in face-to-face contact time) | Blended Learning (reduction in face-to-face contact time) | Mostly Online (supplemental or optional face-to-face contact) |

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