



Meet the Instructors

Dr Martha Cleveland-Innes is Professor of Open, Digital, and Distance Education at Athabasca University. She is Editor-in-Chief of the bilingual *Canadian Journal of Learning and Technology*, and the co-author of open-source publications *The Guide to Blended Learning* (2018) and *Participant Experience in an Inquiry-Based Massive Open Online Course* (2022). Martha is an instructor, co-designer and researcher for the open online courses Blended Learning Practice (BLP), Designing Communities of Inquiry and Leading Change for Teaching and Learning in a Digital World. In 2019 Martha received an Honorary Doctorate from Mid-Sweden University and served as a member of the Advisory Group for Digital Literacy with the B.C. Ministry of Advanced Education in 2021-2022. She was Virtual Educator in Residence at the National University of Singapore in Fall, 2022 and is currently Visiting Professor of Pedagogy at Mid-Sweden University. For more information, see <https://tinyurl.com/243e2ksr>.



Dan Wilton has over 20 years of experience as an online instructor. He is an instructional designer and analytics specialist for MOOCs and other online initiatives in the Faculty of Humanities and Social Sciences at Athabasca University, where he is also currently completing his doctoral studies in educational research collaboration. As Course Inspirer and lead facilitator for BLP, he will be working closely with the course facilitators to help monitor course activity, address any general questions or concerns and provide guidance and suggestions based on the feedback and progress of the MOOC participants.



Dr Nathaniel Ostashewski is Associate Professor of Open, Digital, and Distance Education at Athabasca University in Alberta, Canada. He teaches graduate courses in distance education, research design, educational technology and online and blended learning. Since 1995 Nathaniel has been training educators how to incorporate technology-enabled learning into “worth-it” classroom, blended and online activities. Working at universities in Australia and Canada, he continues to develop and research high quality large enrollment courses and MOOC designs that incorporate Community of Inquiry (Col) and Networked Learning approaches. His extensive experience with digital media for education, online and blended instructional design/ teaching strategies, and learner engagement tactics – which he is most willing to share with others – are evidenced in the MOOCs he designs and teaches. For more information, see <https://tinyurl.com/mrbkdwzz>.



The Guide to Blended Learning

This MOOC is based on COL’s Guide to Blended Learning, a free, open access guidebook authored by the course instructors. This guidebook provides information about some of the technology tools available to support in-person delivery in a seamless, truly blended way. It also presents new ways of thinking about teaching and learning to help better prepare your students to learn and develop into 21st century global citizens.

The topics of the eight chapters cover the full range of considerations for implementing blended learning, from initial conceptual and planning concerns, through the development and structuring of learning activities, and the evaluation of blended courses and programmes. Enhanced by video presentations, questions for reflection and discussion, and links to further resources, the guidebook is an effective foundation for professional development in blended learning practice and is available to download for free at: <http://oasis.col.org/handle/11599/3095>.



Pre-register today

For further information and pre-registration, go to:

<http://www.blpmooc.org>

email: info@blpmooc.org

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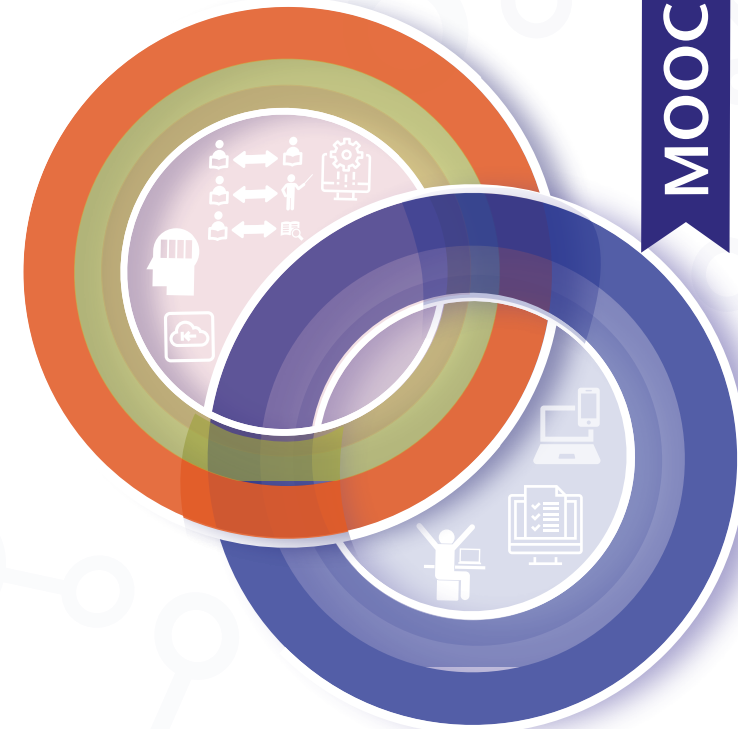


COMMONWEALTH of LEARNING



Athabasca University

MOOC



Blended Learning Practice

10 March – 13 April 2024



Course Description

The *Blended Learning Practice (BLP)* massive open online course (MOOC) is an introduction to blending technology and distance education teaching strategies with traditional, in-person classroom activities. Blended learning is an important and rapidly-developing form of education, and this intermediate-level course will emphasise its benefits to both educators and students, including greater flexibility and convenience, as well as potential increases in learner creativity and independence.

This free, five-week course, provided by the Commonwealth of Learning (COL) in collaboration with Athabasca University, is open to teachers and other education professionals in diverse contexts. Anyone considering the implementation of blended learning practice in their classrooms or programmes will enjoy and benefit from participating in this MOOC. The course is supported by a guidebook on blended learning, which offers a review of various types of blended learning in reference to the level of education, the needs of students and the subject being taught.

Course Highlights

Participants will:

- Meet teachers online from all over the world who are also studying blended learning practice
- Receive support from instructors who understand blended learning and technologies for blended learning
- Explore easy-to-use technologies for designing blended learning
- Evaluate their personal blended learning practice
- Experience an enjoyable, engaging and collaborative virtual learning environment via the Internet
- Receive a certificate upon completion of required activities



Who Should Participate?

This free, five-week course offered by COL, in collaboration with AU, is open to anyone, anywhere, and is mobile-friendly. BLP has been designed to assist teachers in adopting blended learning strategies through a step-by-step constructivist and design-based approach. Throughout the course, you will have the opportunity to reflect on decisions to provide an authentic learning experience in your own context. The discussions and associated activities will review pedagogy materials and the use of technology. Teachers in diverse contexts – primary and secondary education, postsecondary education, vocational education, and workplace training – who plan to use online teaching alongside in-person teaching will benefit from this course. Anyone interested in improving teaching and learning will gain valuable knowledge by participating in this MOOC on *Blended Learning Practice*.

Schedule	10 March to 13 April 2024 (5 weeks)
Intended audience	K12, higher education, vocational education, and workplace training teachers and other education professionals from the Commonwealth and around the world
Language	English
Expected workload	5 hours per week (25 hours total)
Challenge level	Intermediate
Pre-requisites	None
Certification	Certificates of Participation and Completion available at no charge



Course Outline

Week 1 Foundations of Blended Learning

- Introducing blended learning and its uses and benefits
- Purposefully integrating in-class and online activities
- Opportunities and barriers to blended learning in the institution
- Preparing teachers and students for blended learning

Week 2 Designing Blended Learning

- Using theory to support blended learning practice
- Key frameworks for designing blended learning
- Considering subject matter and student needs
- Writing learning objectives and learning outcomes

Week 3 Technology and Blended Learning

- Technology and technological change in education
- Learning management systems (LMS) and educational practice
- Selecting from key online learning technologies
- Creating learning activities based on blended learning best practices

Week 4 Blended and Online Learning Practice

- Examples and practical implications of synchronous and asynchronous activities
- Customising for context and learning design
- Finding, using and creating open educational resources (OER)
- Evaluating design and delivery of blended learning

Week 5 Applying Blended Learning in Your Situation

- Leadership and support for designing the blend of online and in-person delivery
- Professional development for teachers
- Supporting self-directed learning for students
- Current issues in education reform



Certification

Two levels of certification are available, at no charge, based on your level of participation and completion of activities:

- Certificate of Participation: requires participation in at least three discussion forums and completion of quizzes with a score of 70% or more on each quiz.
- Certificate of Completion: requires 70% or more on each quiz, participation in at least three discussion forums and successful completion of a Blended Learning Design Plan