Introduction to Blended Learning

EDUO 9884  2 Semester Credits/Units

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Public Course Syllabus

Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.

Course Overview

This course is designed to introduce the teacher to the concept of Blended Learning. The many different practices within Blended Learning will be analyzed as how teachers are creating the growth mindset that is important for success with this student centered learning.

Course Objectives

At the completion of this course, the participant will be able to:

- Provide an in-depth explanation as to why teachers & districts are making the switch to Blended Learning.
- Identify a minimum of 5 models of instruction that are used as a basis of Blended Learning.
- Define & Explain the importance of the growth mindset in both teachers and students.
- Identify examples of how teachers are helping to foster the growth mindset in their classroom and with their colleagues.
Course Relation to CCS or other Professional Standards

Teacher Leader Standards:
http://www.teachhttp://www.teacherleaderstandards.org/erleaderstandards.org

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning
Domain II: Accessing and Using Research to Improve Practice and Student Learning
Domain III: Promoting Professional Learning for Continuous Improvement
Domain IV: Facilitating Improvements in Instruction and Student Learning

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and in which Moodle Dropbox to place completed work. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading assessment rubrics for written projects and for presentation projects are found in this document.

Course Assignments

Assignment #1: Develop the foundation for your own Professional Learning Network

If you are a seasoned teacher, you know that most things in education come full circle. When they reappear, they are the latest, most innovative, educational development of the century. Blended Learning, or at least the mechanics that fall under this label are examples. “Blended” is reference to the combination of technology with traditional classroom learning. However, the teaching strategies that you will find that make this so successful have been used for decades.
What is Blended Learning? This is a new term to education and does not have a concrete definition. The definitions are being created and modified as districts make the process fit their learning environments.

To better help you develop a sense of the Blended Learning concept, create a Professional Learning Network. Your PLN will be a group of teachers & districts who are also researching/using blended learning. This will be a great resource to you as you move throughout this program.

Assignment #2: Blended Learning Models of Instruction

What is Blended Learning? What does Blended Learning look like in the classroom?

Imagine that you are on the forefront of an educational breakthrough. You are wild about the use of technology as a teaching tool and you have the creativity to weave the technology into your classroom teaching so that you are maximizing 1:1 time with your students. You call your approach Blended Learning. Now, suppose another teacher also loves technology. They create stations around the room. Some stations have technology, others have small group activities. This teacher proudly calls this technique: Blended Learning.

This is what has/is happening. Blended Learning to some teachers looks like the group work of the 90’s. To others, it looks like a self-paced computer class. We are all creating our own version of the technique that blends technology with individualized instruction. There is no hard core research to follow, no rule book. The only thing we have is the knowledge & experience that we share with each other as we experiment and strive to create our own special version. Eventually, with enough collaboration and sharing, common themes appear in the Blended approach.

Assignment #3: Why Blended Learning?

Why Blended Learning? That is a question that you will be asked by many teachers, especially the seasoned ones. What is it about this time in our culture that makes Blended Learning one of the best ways to help students learn? How has education changed to match the world?

How will you counter this question/statement: “My way has been just fine for the past 20 years, why should I change now?”

Assignment #4: Growth Mindset - What is it and why do we care?

“You get what you get and you don’t throw a fit!” That’s a common phrase that you might hear from a young child as they share their wisdom of how to deal with getting the wrong flavor of popsicle. This phrase can also be used to describe the FIXED MINDSET. FIXED …. No room for improvement. The other side of the coin is Growth Mindset; the mindset of unlimited potential. Carol Dweck has done a large amount of research on the Growth Mindset.
EDUO 9884 Grading Rubric

<table>
<thead>
<tr>
<th>EXCELLENT</th>
<th>ACCEPTABLE</th>
<th>NOT ACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets or Exceeds Course Objectives: A to A-</td>
<td>Majority of Work Meets Course Objectives; B+ to B-</td>
<td>Needs Considerable Improvement: Resubmit Work Suggested: C or below</td>
</tr>
<tr>
<td>All work is very well organized.</td>
<td>Most work is generally well organized.</td>
<td>Work shows little or no organization.</td>
</tr>
<tr>
<td>Answers are well thought out and demonstrates reflection on the material.</td>
<td>Answers are complete and demonstrate some reflection on the material.</td>
<td>Answers are brief and do not demonstrate any reflection on the material.</td>
</tr>
<tr>
<td>Assignment use specific examples or references from multiple sources.</td>
<td>Assignment use specific examples or references from just a few sources.</td>
<td>Assignment do not use specific examples or references from the readings.</td>
</tr>
<tr>
<td>All assignment are completed using complete sentences.</td>
<td>The majority of the assignments are completed using complete sentences.</td>
<td>Assignments are not completed in complete sentences.</td>
</tr>
<tr>
<td>Work is free of spelling and/or grammatical errors.</td>
<td>Work has few spelling and/or grammatical errors.</td>
<td>Work has numerous spelling and/or grammatical errors.</td>
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Please send questions to Lisa Johnson-Bowers at Lisa@DominicanCAonline.com or text 330-289-9159

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Store account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to http://dominicancaonline.com/Dominican-CA-Online-FAQ