



Creating a Blended Learning Toolkit

EDUO 9885 2 Semester Credits/Units

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Public Syllabus

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

Course Overview

This course will facilitate the development of key skills that are used in the Blended Learning Classroom. These skills are unseen by many, but crucial for success.

Course Objectives

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

- Develop an understanding of Reflective Thinking Skills & how they are developed in the classroom.
- Learn to facilitate groups including group design, teaching collaboration skills.
- Learn how to let go of direct control and enjoy organized chaos
- Identify methods to foster Individualized Learning

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](#)

Course Assignments

Assignment #1: Your Paradigm

You can't teach an old dog new tricks! This is so true with teachers. Regardless of the 'new flavor of the month', teachers will revert back to their true and steadfast methods as soon as the hype of newness wears down. This is because the innermost teacher in us has many, many habits deeply rooted. Regardless of how appealing the current trends in education appear, before we know it, we've all slid right back into our old routine.

Where do you stand with Group Work, Cooperative Learning, etc? If you assign your students a group project, what does that look like in your classroom?

Assignment #2: Group work ⇔ Cooperative Learning ...It's a Bust Without Structure

One of the hardest parts of teaching is having the patience to realize that students do not know what we think they know or what we expect them to know. For example, a student may stand up right in the middle of your most entertaining lesson and walk in front of you to the trash can. You may be shocked and correct them immediately. The student is very disappointed for he/she was proud that they were respectfully putting a piece of paper in the trash. It's hard to realize but we don't know what they don't know. The student in the example was acting responsibly by picking up the trash and placing it into the receptacle. The student had no idea that it was rude to walk in front of the class and is now sitting bewildered.

Expand this example to Group work (Cooperative Learning). If we just randomly place students in a group and give them an assignment, we will be quickly disappointed at the lack of success of the process. And most typically, we will have a wonderful discussion in the lounge with our colleagues about the failure of the new blended learning program. Working the process without training the students is a recipe for failure.

We Don't Know What the Students Don't Know

The solution? Teach them every minor detail that is necessary for the success of the process. This includes who they are sitting with, where they are sitting, how they behave when they get to the group area, how they interact when working together, etc.

Here is one example of how the skills are taught:

Group Rules:

- #1. Move quietly when getting into groups (you should hear a pin drop when they move)
- #2. Use a 2-inch voice (This is the volume that you speak when you are on the phone with your friend and your mother is standing next to you.)
- #3. Check answers with each other periodically (Please don't go slow, just look up every once in a while, and make sure everyone is getting the answers correct. If not, help them.)
- #4. Ask 3 before me (this is the hard one!)
- #5. Talk only about the assignment

Go over the rules prior to the activity. Create a chart on the board with each of the rules listed above. Add columns for each group. As the students work in groups, place a score in the box for the skills. Let the students know that you are keeping score.

This takes practice. You may have to ask your students to start over several times until they can adequately move quietly into their groups. Attention to the training of these skills is crucial. A week or so of strict attention to skills will grow into an entire year of successfully functioning groups. (Although your conversation in the lounge will not be as colorful!)

Assignments #3-5 are available upon request from the Instructor

EDUO 9885 Grading Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples or references from multiple sources.	Assignment use specific examples or references from just a few sources.	Assignment do not use specific examples or references from the readings.
All assignment are completed using complete sentences.	The majority of the assignments are completed using complete sentences.	Assignments are not completed in complete sentences.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

- You are allowed 9 months to complete the course
- 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>