

BEST PRACTICES IN BLENDED COURSE DESIGN

July 25-27, 2011
San Diego, CA



ACADEMIC · IMPRESSIONS

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OVERVIEW

In light of the increased demand for high-quality blended courses and programs, instructional designers and course developers are facing new design challenges. To ensure the development of effective courses and a high level of engagement for a variety of learners, course developers must effectively use the online and physical classroom environments, establishing measurable learning outcomes and the means for achieving them.

Discussion topics will include:

- Developing instructional designs that are aligned with course objectives
- Facilitating interactivity in online and face-to-face environments
- Constructing instructional strategies
- Utilizing technologies to support learning
- Implementing and evaluating course delivery

WHO SHOULD ATTEND

Whether your institution is already offering blended courses or just getting started, instructional designers, course developers, instructional technologists, and anyone involved in the design and development of blended courses will benefit most from this conference.

LEARNING OUTCOME

As a result of this conference, you will be able to design blended courses more effectively.

CONFERENCE FORMAT

The conference is structured to balance information sharing, targeted learning activities, group work, and collaboration with colleagues. Through the use of case studies and collaborative work, you will be able to directly apply the knowledge that you have gained during the conference with guidance from the instructors.

WHAT TO BRING

Required materials and equipment for the course are:

- An actual course syllabus from your institution. You will have the opportunity to design a section or chunk of your course into the blended format.
- A laptop with wireless connectivity. Conference proceedings will be available online or on a flash drive.

**Learn how to
design effective
blended
courses from
instructors with
a wide range
of experience
in the field
of blended
learning.**

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AGENDA

MONDAY, JULY 25, 2011

8:00 – 9:00 a.m. **Registration and Continental Breakfast for Pre-Conference Workshop Participants**

9:00 a.m. – 12:00 p.m. **Optional Pre-Conference Workshop: Cloud-Based and Classroom Technology for Learning and Engagement**
Blended courses provide a variety of opportunities for utilizing student-owned, institutionally provided, and “cloud-based” technologies. “Cloud” computing refers to accessing software and data from a multitude of devices and not being reliant on software contained on and accessible only from a single desktop computer. These mostly free technologies can be effectively used to enhance collaboration and engagement in blended courses. This workshop provides an overview of the range of technology use strategies and resources that can be utilized to support learning within and outside of the classroom. We’ll address:

- *The role of technology in the blended course*
- *Classroom technologies*
- *Cloud-based technologies*
- *Enhancing the LMS/CMS with cloud-based technology*

You’ll apply some of the shared technologies and rubrics to your own course.

12:00 – 1:00 p.m. **Lunch for Pre-Conference Workshop Participants and Conference Registration**

1:00 – 1:30 p.m. **Introduction and Opening Remarks**

1:30 – 3:00 p.m. **Overview of Blended Models and Course Redesign**

While incorporating online and face-to-face interaction components, blended courses differ from classroom and online courses; they are uniquely different and require designing a new course, even when based upon an existing one. This session introduces key elements of blended design and the process of redesigning a traditional course into a blended one.

3:00 – 3:15 p.m. **Break**

3:15 – 4:45 p.m. **Begin the Transformation: Mapping the Course**

The blended course redesign process includes several steps. In this segment, we’ll begin that process by providing an overview and practicing the first few mapping steps with an existing course. We will continue to work through the redesign process throughout the conference, focusing on a chunk or section of the course. Session discussions will include:

- *Mapping the course: How to organize the design process for the redesign team and the faculty member*
- *Starting with what you have: Evaluating, redesigning, and using objectives*

5:00 – 6:00 p.m. **Networking Reception (included in registration)**

TUESDAY, JULY 26, 2011

8:30 – 9:00 a.m. **Continental Breakfast (included in registration)**

9:00 – 10:30 a.m. **Using Technology to its Best Advantage**

Technology becomes critical in the blended course. Regardless of how you choose to use it, careful consideration should be given to the benefit, instructional or non-instructional purpose, and contribution to the classroom, blend, or online component. In this session, you will be given activity options based on your needs and interests, such as a technology tour, a technology consultation, or mapping and aligning course objectives, activities, and assignments with technology.

10:30 – 10:45 a.m. **Break**

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AGENDA

TUESDAY, JULY 26, 2011 (CONTINUED)

10:45 a.m. – 12:15 p.m. **Connecting Classroom and Online Experiences: Building in Accountability**

Designing face-to-face meetings and online activities is often straightforward, though connecting and integrating student experiences can be challenging. Through case studies and examples, this session will illustrate a variety of approaches to designing the blend of in-class and online course components.

12:15 – 1:30 p.m. **Lunch (included in registration)**

1:30 – 3:00 p.m. **Feedback and Assessment in the Blended Course**

Because students are in different places at different times, feedback and assessment can be critical in their recognition of the learning process and course progress. This session will focus on when, how, and through what system you should utilize traditional assessments (quizzes, tests, projects, reports, etc.) and alternative assessments (community, collaborative, self-assessment, peer assessment, etc.). We'll discuss functions and facets of assessment, assessment types, and when and where assessment belongs in blended courses.

3:00 – 3:15 p.m. **Break**

3:15 – 4:45 p.m. **Preparing and Guiding Learners**

Student readiness for the blended course is critical to success. In this segment, we'll review considerations and strategies that will support the learner and discuss how learner support relates to the faculty member and the rhythms of the course. We'll discuss a continuum of student readiness, technology considerations, and student crisis points.

WEDNESDAY, JULY 27, 2011

8:30 – 9:00 a.m. **Continental Breakfast (included in registration)**

9:00 – 10:00 a.m. **The Blended Course as a Work in Progress**

Once the blended course is designed, what is next? We'll review evaluation strategies (formative vs. summative), sources of information about the course, and how to interpret observations with a focus on the needs and requirements of the students, the subject area, and the course outcomes.

10:00 – 10:15 a.m. **Break**

10:15 – 11:30 a.m. **Key Issues in the Blended Course**

Blended course offerings take time and reflect institutional priorities, mission, and culture. This interactive session includes a panel discussion on key issues in blended learning, but also invites participants to contribute and address key issues as well.

11:30 a.m. – 12:00 p.m. **Program Takeaways and Next Steps**

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INSTRUCTORS



Alisa Cooper, Assistant Chair and Professor of English, Glendale Community College

In her role as assistant chair and e-courses coordinator for the English department at Glendale Community College, Alisa works with faculty to create and improve their online and blended courses. She currently serves as a technology specialist for the Maricopa District, providing a podcasting and vodcasting series and teaching with technology and mobile learning workshops for the Maricopa Center for Learning and Instruction. Alisa previously served as an interim instructional technologist for the Title V Grant at Phoenix College.



Veronica Diaz, Associate Director, EDUCAUSE Learning Initiative (ELI) and Former Instructional Technology Manager, Maricopa Center for Learning and Instruction, Maricopa Community Colleges

Prior to assuming her role with ELI, Veronica supported and led learning technologies and faculty development initiatives for Maricopa's 10-college system. She was also the co-principal investigator for a Technological Literacy National Science Foundation grant. Previously, she was responsible for the University of Arizona College of Management's teaching and learning with technology initiatives and was principal investigator of the Hewlett Packard Technology for Teaching grant and HP's Tablet PC Initiative. Active in the field of online and hybrid learning and teaching innovation, Diaz is the co-chair of the EDUCAUSE Advisory Committee on Teaching and Learning and has presented seminars nationally on faculty use of instructional technology, blended learning delivery models, intellectual property policies for distributed learning environments, and emerging technologies.



Patricia McGee, Associate Professor of Instructional Technology, The University of Texas at San Antonio (Chair)

As associate professor of instructional technology in the department of Educational Psychology, Patricia has designed and taught more than 20 online and blended courses. She is the recipient of a US Distance Learning Association (USDLA) Gold Award for Online Technology. She has been awarded research fellowships with the National Learning Infrastructure Initiative (EDUCAUSE Learning Initiative), American Society of Engineering Education (ASEE)/Navy, and the ASEE/Air Force. Her professional work and consulting includes K-20 education, military, nonprofit, for-profit, and public sector projects. At the University of Texas at San Antonio, she is involved in both blended and online learning initiatives, serving on advisory and planning committees and conducting research. A prolific author, Patricia publishes in the areas of online and blended pedagogy, faculty technology use, and emerging learning systems and tools.

HOTEL RESERVATIONS

The conference will be held at:

Hotel Solamar
435 6th Avenue
San Diego, CA 92101

To reserve your room, call 877-230-0300. Please indicate that you are with the Academic Impressions group to receive the room rate of \$159 for single or double occupancy, plus applicable tax.

A room block has been reserved for the nights of July 24-26, 2011. Reservations must be made by July 8, 2011. There are a limited number of rooms available at the conference rate. Please make your reservations early.



A hip, luxury hotel immersed in the dynamic energy of downtown San Diego, Hotel Solamar is the perfect contemporary setting for the vibrant sun-and-sea attitudes that define California. Located in the heart of the lively Gaslamp District, this Kimpton hotel offers an ideal destination for business and leisure travelers alike. It is steps away from the city's best shopping, dining, and entertainment and is only minutes away from San Diego International airport. High-speed Internet access is complimentary for Kimpton InTouch Guest Loyalty members (to learn more, please go to www.kimptonhotels.com/intouch).

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Attend as a team – remember, if you register as a group, every fourth registrant is free. Questions about the event? Call us at 720.488.6800 to help determine if this event is right for you. **Register online at www.academicimpressions.com**

REGISTRATION FEES

Your registration fee includes: full access to all conference sessions and materials, access to the networking reception on Monday, breakfast and lunch on Tuesday, and breakfast on Wednesday, as well as refreshments and snacks throughout the conference.

Postmarked on or before July 8, 2011

- BEST VALUE:** Best Practices in Blended Course Design and pre-conference workshop _____ \$1395 USD
 Best Practices in Blended Course Design _____ \$1095 USD
(For registrations postmarked after July 8, 2011, an additional \$100 fee per registrant applies)

Check here if you have any dietary or accessibility needs. Please list any needs in the space below and we will do our best to accommodate you.

How did you hear about this event? (email from AI, colleague forwarded email, *The Chronicle*, etc.) _____

CONFERENCE REGISTRATION INFORMATION (PLEASE PRINT CLEARLY)

Name _____ Name Preferred for Badge _____
Job Title _____ Institution/Organization _____
Address _____
City _____ State/Province _____ Zip/Postal Code _____ Country _____
Telephone _____ Fax _____ Email _____

For registration confirmations and pre-conference communication. (FOR ADDITIONAL REGISTRANTS, PLEASE COMPLETE ADDITIONAL FORMS.)

Additional Contact Name _____ Additional Contact Phone _____
Additional Contact Title _____ Additional Contact Email _____
Emergency Contact Name _____ Emergency Contact Phone (day) _____
(In case of emergency, we will contact this person on your behalf) (evening) _____

FREE HIGHER ED NEWS AND ANALYSIS

Academic Impressions is happy to offer *Higher Ed Impact*, a free industry scan of news, trends, and fresh research on higher education, delivered in an easy-to-scan email.

- Sign me up for HEI: Daily Pulse** – impactful news, trends, and practices, sent daily
 Sign me up for HEI: Weekly Scan – the week's most critical news, with analysis of top stories and trends, sent on Fridays
 Sign me up for HEI: Monthly Diagnostic – practical takeaways addressing a strategic challenge facing institutions of higher ed, sent 9-12 times/year

PAYMENT METHOD

We accept Visa, MC, and AmEx credit cards. To pay by check, include the check with this form or select the "invoice me" option. Fax form to 303.741.0849 or mail form along with payment to: Academic Impressions, 4643 S. Ulster St. Ste. 350, Denver, CO 80237.

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Please charge my credit card: (Visa, MC, AmEx) _____
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Security Code (last 3 digits on the back of Visa and MC _____
or 4 digits on front of AmEx)

CHECK/INVOICE

- My check is included and covers _____ registration(s)
Check # _____
 Please invoice me
Purchase Order # _____
(PO# not required to receive invoice)

REFUND/CANCELLATION POLICY

Refunds will be issued only if cancellations are received in writing by April 29, 2011. A \$100 processing fee will be assessed. After April 29, 2011 a credit (less \$100 processing fee) will be issued. The credit will be valid for 12 months and can be used toward any future conferences, Web conferences, audio proceedings, or Web conference archives. In case this event is cancelled, Academic Impressions' liability is limited to a refund of this registration fee only.