

Intel® Teach Elements: *Designing Blended Learning*

Course Syllabus

Course Description

The Intel® Teach Elements: *Designing Blended Learning* course is an interactive e-learning experience that will help teachers develop an understanding of blended learning, including what it is and how it benefits students. Through many examples, they will consider how to create blended learning experiences for their students and what to address when designing these experiences. In addition, they will see how technology tools can foster collaboration while delivering engaging instructional content. They will also learn strategies for assessing students and managing a blended learning classroom. Direct connections to Common Core State Standards are provided throughout the course and can be connected within the Final Project as appropriate.

Course Goals

- Learn about blended learning and how it benefits students.
- Identify the range of blended learning implementation models on the blended learning continuum.
- See how blended learning requires a shift in instruction, roles, and technology integration.
- Consider how content standards, objectives, and blended learning purposes will impact decisions about planning for blended learning.
- Review the availability of technology for the blended classroom.
- Explore how instructional activities can be integrated into a blended learning environment.
- Develop a plan to implement blended learning in your classroom.
- Examine methods for using online platforms to foster student communication and learning in a digital environment.
- Explore and select online resources and digital tools for blended learning
- Investigate professional support resources for teachers in blended learning environments.

- Learn about the various purposes for assessment in blended learning environments.
- Explore formative assessment strategies for blended classrooms.
- Consider the benefits of summative assessment methods.
- Design your own Assessment Timeline.
- Explore considerations for implementing effective blended learning programs.
- Learn management techniques for creating safe and ethical blended learning environments that support social collaboration.
- Examine common challenges associated with blended learning implementation and how you can address these challenges.
- Learn to plan blended instruction around state standards, Common Core, and 21st Century Skills.
- Develop a personal action plan for instruction including alignment to targeted and appropriate Common Core and/or state standards.

Course Length

This facilitated course is divided into six Modules: an Orientation and five content-based Modules. Each content Module includes individual work to learn concepts of blended learning through interactive tutorials and exercises, a facilitated online discussion, and individual work developing a final project. The time for completing each Module is estimated to be between 4-6 hours, and the total amount of time required for the entire course is estimated to be 30 hours.

Course Requirements

Successful completion of the course will be based on the following requirements:

- Participants must post substantively at least three times in each Module discussion forum;
- Participants must complete the course activities and readings in each Module;
- Participants must complete the course final project and submit it to the course facilitator; and
- Participants must complete the orientation and final course surveys.

Discussion Participation

Participants are required to post a minimum of three substantive posts in each discussion forum. Participants will be evaluated on the frequency and quality of their

discussion board participation. Postings will be reviewed based on their relevance, demonstrated understanding of course concepts, examples cited, overall quality, degree to which they extend the discussion, and tone. These criteria are described more fully in the [Discussion Board Expectations](#)

[\(Links to an external site.\)](#)

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Final Project

As a final project, participants will design a plan to incorporate blended learning activities in one unit or lesson that they teach in their own classroom. Participants are expected to work independently on the final project throughout the course. Each participant is expected to submit a completed final project to the facilitator before the end of Module 5. A set of [Final](#)

[\(Links to an external site.\)](#)

[Project](#)

[\(Links to an external site.\)](#)

[Guidelines](#)

[\(Links to an external site.\)](#)

is available as a resource for facilitators and participants.

Workshop Surveys

Participants are expected to complete an orientation survey before the end of Module 1 of the course and a final survey before the end of Module 5.

Module 1: Blended Learning Overview

Module 1 explores how blended learning benefits students. Teachers will become more familiar with essential features of blended learning and examine a variety of blended learning approaches by exploring different blended learning classrooms.

Module 2: A Blended Learning Framework

Module 2 supports teachers in designing blended learning in their classroom. Teachers learn about a framework for planning blended learning and begin to design a blended learning experience for their students.

Module 3: Tools and Resources for Blended Learning

Module 3 explores how technology fosters student communication and learning in a digital environment. Teachers learn about specific tools and how they can become integral components of their blended learning classroom. In addition, they explore professional resources to support and enhance teaching in a blended learning environment.

Module 4: Assessment and Blended Learning

Module 4 explores ways to integrate assessment into a blended learning environment. Teachers also explore the opportunities and challenges for effective assessment.

Module 5: Blended Learning Implementation

Module 5 explores practical methods and considerations for implementing blended learning in the classroom. Teachers learn how to support and prepare both students and parents for their transitioning roles. They also explore classroom management strategies that support active learning in a blended classroom.