

## Blended Learning Steps to Success (6)

### Steps to Implementation

There are many roads to Rome, as the old saying goes, and blended learning offers the possibility for multiple modes of teaching and learning; however, it can be overwhelming to create or adapt a course to the blended model. This checklist can be used as a starting point when tasked with teaching a blended course. In addition, at Fanshawe we also use the [Quality Matters Consortium](#) (QM) rubric and standards for online and blended course delivery to help guide instructors to achieving course quality benchmarks.

You can obtain more information about QM by contacting Organizational Development and Learning.

#### KEY TAKEAWAY

You may not “get it all right” the first time — that’s okay. **Remember to orient your students** to your blended course and **strive for consistency** between online and face-to-face communications, and **solicit feedback** from your students about their blended experience and opportunities for improvement. Part of learning to “blend” is deciding what can be improved upon going forward, especially as new and innovative technologies emerge.

### Before the Course Starts

- ✓ **Anticipate your technology needs.** Ensure that you have received any technical training and support resources necessary (for example, how to use components of FOL effectively for blended activities).
- ✓ **Find a teaching buddy.** Identify colleagues to whom you can turn for guidance (technical or pedagogical) once your course begins.
- ✓ **Anticipate your student’s needs.** Communicate to students the technical support resources available at Fanshawe or ensure that your FOL course provides info on where to get help.
- ✓ **Remind yourself that it is ok to “Keep It Simple Starting”** (KISS) with your blended course. (You can add features in the second iteration.)
- ✓ **Set-up your course FOL for online portion of blended course** (e.g., use an FOL template or follow a consistent instructional design look and feel, create/configure online quizzes, discussions and set-up your grade book, etc.)
- ✓ **Complete and upload all course documents** (e.g., syllabus, schedule, protocols, rubrics, etc.).
- ✓ **Complete and upload all online content/assignment modules** (if not feasible, complete and upload at least the first three weeks’ worth of modules).
- ✓ **Check the functionality of all links** and online media components.
- ✓ **Step back and self-assess your blended course design.** What are you missing? (You may find it helpful to consult the QM rubric for guidance.)
- ✓ **Ask a trusted colleague to review your course documents and online materials.** (You may wish to share the QM rubric with your colleague as a starting point.)



Source: [gettingsmart.com](http://gettingsmart.com) (2017)

## During the Course

- ✓ **Ensure that students know that they are enrolled in a blended learning course** with both face-to-face and online components (e.g., on first day of class/in an introductory email message/Module in FOL).
- ✓ **Orient students to the online portion of the course** (e.g., via an in-class demo, an online screencast, etc.) and clarify for students the relationship between face-to-face and online.
- ✓ **Reiterate to students the technical support resources available to them** (other than you!). For instance, consider setting up an online "Technical Help" discussion area in which students can assist one another with technical issues.
- ✓ **Reiterate to students your preferred method(s) of receiving questions** and other student communications.
- ✓ **Make an effort to "be present" in both the face-to-face and online portions of the course** (e.g., at a minimum use online announcements, discussions, or other tools to send periodic messages).
- ✓ **Strive for consistency between online and face-to-face communications and with your course documents** (e.g., syllabus). Hold students (and yourself) accountable to established procedures.
- ✓ **Solicit feedback** from students periodically.
- ✓ **Keep a running log of modifications you wish to make** to the course the next time you teach it.
- ✓ **Communicate change, if you need to adjust your course design in any way during the term** (e.g., change in assignment details/due dates) in writing.
- ✓ **Ask for help** from others when you need it.
- ✓ **Consider asking a trusted colleague to observe your teaching** in both face-to-face and online contexts.

## After the Course

- ✓ **Make a back-up copy of all electronic communications/online components.** (FOL store previous courses for 2 years but you can also use the "Copy/Import/Export" tool in "Course Admin" to download your course materials.
- ✓ **Review all student feedback** received.
- ✓ **Create a prioritized "punch list" of course changes** based upon feedback from students, colleagues, and your own observations. (Be sure to include to-do items for checking links, reviewing currency of content, and changing any dates that appear in your materials immediately prior to the next iteration of your course.)
- ✓ **Decide when** you will make the changes.
- ✓ **Make changes** as appropriate prior to teaching the course again.