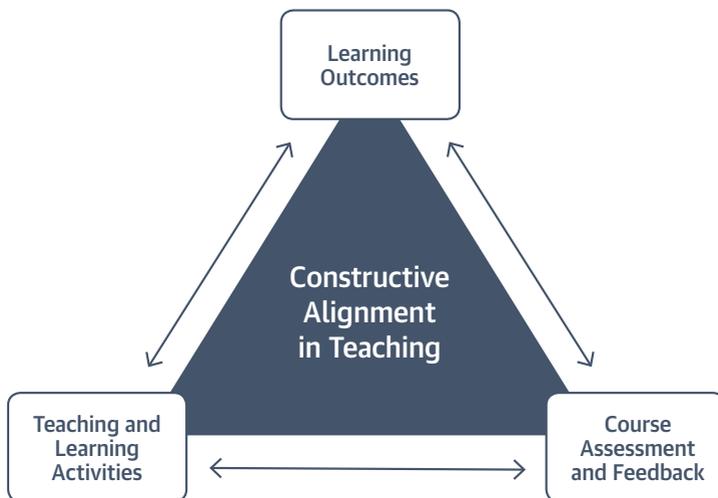


BLENDED LEARNING COURSE DESIGN



«Blended learning is understood as the use of both online activities and face-to-face activities in a course. You can “blend” by adding online elements to a course, replacing lectures with online elements or planning the course from scratch, including both online and face-to-face activities where it is suitable»

From: Alammary, A., Sheard, J., & Carbone, A. (2014:443). Blended learning in higher education: Three different design approaches. *Australasian Journal of Educational Technology*, 30(4).

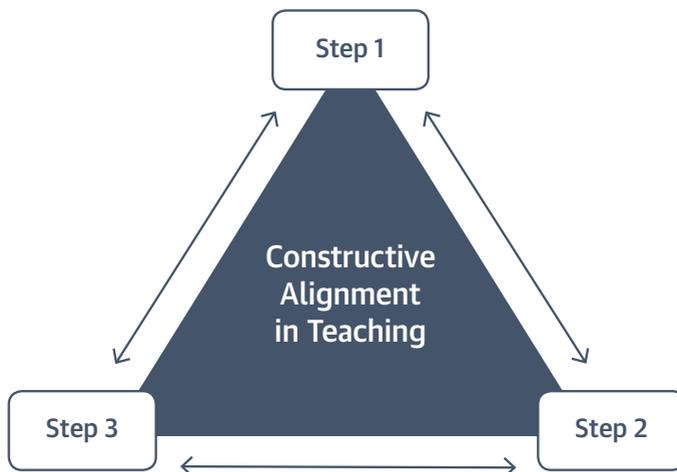
Constructive Alignment in Teaching

.. is used to support active and deeper student learning. When designing a blended learning course the constructive alignment model is useful. This model aligns what is to be learned (the learning outcomes), the teaching and learning processes and how the outcomes will be assessed (Biggs & Tang, 2011).

Step one in the model defines the learning outcomes, which describe what the students are intended to learn. At BI we categorize the learning outcomes in three: acquired knowledge, acquired skills and reflection. Bloom's taxonomy model (next page) is a tool to define different levels of knowledge.

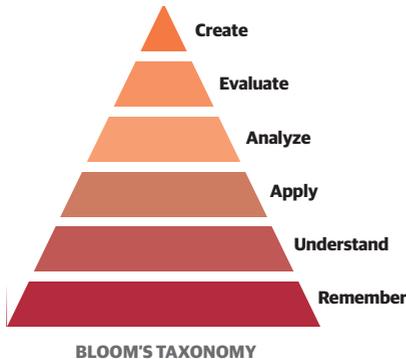
Step two decides the course assessments, i.e. exam, including feedback activities. The assessment tasks should be aligned with the learning outcomes. When and how to use the different ways of assessing depends on how they fit the learning outcomes.

In step three teaching and learning activities are designed and planned in order to support the learning outcomes and the assessment tasks. The aim is to vary and combine different activities; in the classroom, before and after the class, and throughout the semester



Step 1: Defining Learning Outcomes

Bloom's taxonomy is a useful tool when developing learning outcomes. Below are some examples of verbs to help you to describe the different levels of knowledge:



Create

Combine, design, develop, hypothesize, invent

Evaluate

Critique, judge, justify, recommend, support

Analyze

Analyze, categorize, compare, contrast, separate

Apply

Demonstrate, interpret, predict, solve, use

Understand

Explain, describe, illustrate, summarize, translate

Remember

Define, identify, recognize, recall, state

Examples of learning outcomes selected from BI courses, to illustrate different levels of knowledge in the learning outcomes.

"After completed course students shall be able to"

Remember

"Recite the PR planning process"
(PRK 3506)

Understand

"Understand and reflect on the main features of the ethical and moral dimensions relating to firms."
(HIS 3410)

Apply

"Apply the different rules for discounting and compounding with the help of a financial calculator, Excel or interest rate tables." (BØK 3423)

Analyze

"Analyze and comment on a company's financial development over time and relative to other companies."
(BØK 3532)

Evaluate

"Be able to evaluate different processes for strategy development and implementation and be able to consider strategic problems at various levels" (STR 1320)

Create

"Create your own plan for personal development as a leader" (BIK 2904)

Step 2: Deciding on course assessments

Below you find a few guiding questions you may ask in the planning of the assessment method(s) in the course. An example combining three different assessment tasks is described on the next page

LEARNING OUTCOME

What is the best way of documenting the students learning outcome? How can this be related to the level of knowledge?

ASSESSMENT TASKS

Which assessment task corresponds to the learning activity? Formative or summative, or both? Peer assessment? Self-assessment? Evaluating an academic article? Answering short questions? Presenting a theme from the curriculum? Or watching a thematic video and writing a summary?

DURATION

How long should the assessment last? Months, weeks, days, hours? i.e. 5-hour home examination?

WHEN

At what time in the course should the students be assessed? Shortly after semester start? In the middle of the semester? At the end? During the course, as in a learning portfolio?

SUPPORT MATERIALS

Is it allowed to use support materials? Which materials are allowed to use? i.e. open book exam, internet?

COLLABORATION

Can the students collaborate? In what way? At what times?

SCALE

How many students are enrolled in the course? Which assessments are suitable considering the size of the class?

EXAMINERS

Who is going to assess or grade the students? Do you need Internal or external examiners?

Examples

The following examples illustrate how **three different assessment tasks** in three different courses can be designed based on the level of knowledge (Bloom's taxonomy), for the learning outcomes.

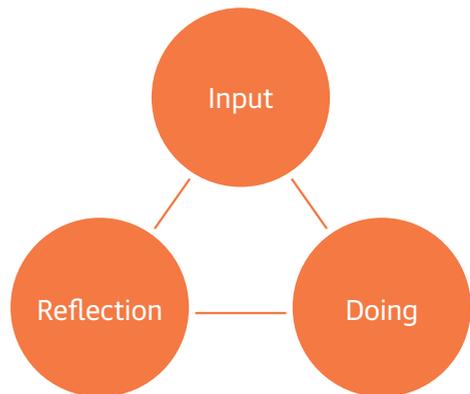
	<i>Example 1</i>	<i>Example 2</i>	<i>Example 3</i>
Learning outcomes	To UNDERSTAND basic concepts	to APPLY knowledge and reflect	To control REMEMBERED knowledge and APPLY skills
Assessment tasks	Home examination: Combined multiple choice and open questions	Course paper: Case study	School examination: Written examination with specific software (e.g. Excel, Powerpoint etc.)
Duration	6 h	3 weeks	3 h
When	In week 6	Towards the end of the semester	Final exam
Support materials	All allowed	All allowed	Specified
Collaboration	Individual	Group	Individual
Scale	800	4000	250
Examiners	Automatic	Internal	Internal and external

Step 3: Planning teaching and learning activities

Below you find some possible questions that may help you plan teaching and learning activities so that they support students different learning needs, stimulate the development of deeper learning and engage students in active learning. The questions are based on the model below (Prince et al. (2004) and Fink, L.D. (2003)).

Input activities: In what ways can subject matter content be shared with the students?

Examples: 15 minute thematic lecture in class, 10 minute thematic video, Webinar, Students read an article before lecture, Working in groups with syllabus topics/themes, Presentations, Course communication tools (such as Differ)



Doing activities: In what ways can teaching and learning activities be facilitated so that students work actively with the subject matter content to create meaningful and rich learning experiences?

Examples: Discussing relevant concepts in groups, Students preparing and giving a presentation, Students preparing a video in between classes, Buzz groups, Working with cases, Engage in quizzes (i.e. mentimeter.com or kahoot.com), Peer assessment tasks, Exercises, Polling.

Reflection activities: In what ways can students reflect on their learning of the subject matter content and the learning process to increase deeper learning?

Examples: Working with a portfolio, One minute paper, Muddiest point, Self-assessment tasks, Self-reflection activity, Concept-mapping, Asking relevant questions through, i.e. Padlet which can be used to encourage the students to reflect.

Examples of active learning elements to use in and between classroom lecture:

ACTIVITY	USE	PURPOSE
Buzz groups	Sit in small groups (2-3) and discuss different topics/questions given from the lecturer	Reflection and discussion in class
One minute paper	Students are asked to describe three things they learned about today's topic, alternatively one thing they have learned, one thing they want to learn more about and one thing they didn't understand.	Check for understanding and reflection in class, or after class. Self-assessment and feedback on teaching.
Muddiest point	Students are asked to define in short 2-5 points/topics/terms that are still unclear.	Check for understanding, reflection. At the end of a lecture, in class or after class. Self-assessment and feedback on teaching.
Mind mapping	The student organizes a topic visually, with a central idea placed in the middle and associated ideas arranged around it.	Check for understanding. Brainstorming in class, after or between class.
TOOLS	USE	PURPOSE
Padlet	Padlet is a digital whiteboard. Try padlet here: www.padlet.com	Brainstorming on central concepts before class, sharing ideas and reflections with the students in class. Immediate feedback to students.
Kahoot	Kahoot is a digital social learning tool with opportunities for quiz, questions, to start a discussion or combine theories, games and cooperation. www.kahoot.com	Test knowledge, get feedback, repeat the curriculum and to have fun, introduction to new topics, prepare for exam. In class or in a webinar.
Today'smeet	Today'sMeet is a short message stream. www.todaysmeet.com	Cooperating and discussing in the classroom. Ask questions and discuss without student's speaking in front of the whole class.
Mentimeter	Mentimeter is a web based mobile polling system. It shows the results live while participants are voting. www.mentimeter.com	Check for understanding, collaboration, acquire new knowledge, brainstorming in class, feedback activity.

For more information about the activities and how to use them visit:

bi.edu/learninglab

TEACHING
ASSESSMENT ACTIVITIES
FEEDBACK **CONSTRUCTIVE**
LEARNING ALIGNMENT
COMBINE
CONTENT POSSIBILITIES OBJECTIVES
INTERACTION **STUDENT** GET STARTED
PROCESS
CONTEXT OPEN-MINDED
METHODS

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