



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Education & Behavioral Sciences
Department of Technology, Innovation & Pedagogy

In Partnership With:



TIP 508 Workshop
Instructional Best Practices in Blended Learning

Instructor of Record:	TBD
Address:	iLearn Collaborative 1550 Wewatta St., Suite 200 Denver, CO 80202
Email:	berholtz@ilearncollaborative.org
Phone:	(303) 522-2319
Course Credits:	2.0 graduate credits
Dates & Times:	Online: TBD The student must spend a minimum of 10 hours online per unit on the LMS completing course requirements and is expected to spend approximately 5 hours offline per unit compiling and submitting assignments. Three one-hour synchronous sessions will be offered. Dates and times for these sessions will be communicated to students.

COURSE DESCRIPTION:

This course provides students with the opportunity to closely examine aspects of best practices in blended learning. Participants will examine effective instructional strategies, determining which to implement in their setting. By the end of the course, educators will produce a blended lesson specific to their content and classroom environment.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

1. Recognize effective instructional strategies for blended learning implementation
2. Articulate best practices for personalizing learning, engaging students, and building community in a

- blended learning environment
3. Design, develop, and deliver a blended lesson that incorporates best instructional practices and iNACOL's Standards for Quality Online Courses
 4. Engage in peer observation and reflect on the instructional learning process

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Supplemental Reading:

Article links for openly sourced, supplemental reading and videos are included in each unit's topic.

COURSE REQUIREMENTS:

In order to receive a Passing grade, the participant must complete the following course requirements:

1. **Discussion Board Postings:** Two (2) Original Posts and three (3) Responses per post per topic.
Discussion board postings are typically based upon course readings and videos and require students to analyze, synthesize, reflect, and respond.
2. **Assignments:** Assignments require students to apply session content to current blended practices, designing and developing learning activities for classroom implementation.
3. **Final Project:** The final project is a culminating assignment that requires students to design, develop, and deliver a blended best practices lesson and engage in peer observation, gather and analyze data, make observations, and reflect on the learning and instructional experience.
4. **Reflective Essay:** This assignment requires students to conduct deeper investigations into the subject matter, producing an essay that synthesizes their findings, observations, and reflections.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Discussion Participation	20%
Assignment Completion	10%
Final Project	30%
Reflective Essay	40%

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

COURSE SCHEDULE:

UNIT ONE: Teaching in a Blended Setting

- Topic 1: Standards and Best Practices for Online Learning
- Topic 2: Cultivating a Learning-Focused Community
- Topic 3: Building a Blended Classroom For Self-Directed Learners

UNIT TWO: Instructional Strategies

- Topic 1: Strategies for Student Engagement
- Topic 2: Strategies for Differentiating Instruction in a Blended Setting

UNIT THREE: Building a Blended Toolbox

- Topic 1: Tools for Success
- Topic 2: Theory Into Practice

UNIT FOUR: Reflective Essay

UNC's Policies

UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link www.unco.edu/dean-of-students/pdf/student-code-of-conduct.pdf.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>.

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Special Term/Short Course

Special Term Courses do not meet during a typical semester (begin or end earlier or later), these courses have different add/drop/withdrawal dates. It is the responsibility of the student to be aware of these dates. Please refer to "special term/short course deadlines" from this link: <http://www.unco.edu/registrar/current-students/course-add-drop.aspx>, to learn the dates for this course.

Billing & Requesting Transcripts

You will receive an email (to the UNC student Bear email account) when your bill has been posted. Bills are sent monthly; if your registration is processed in the middle of the month, you will not receive a billing statement until the following month. If you do not receive a billing statement, please contact UNC's Bursar's Office (part of Bear Central) at 970-351-4862.

There are two options for requesting transcripts. For an unofficial transcript, on your Student tab in URSA, choose "Unofficial transcript" located under the "Grades" heading. For an official transcript, go to: <http://www.unco.edu/registrar/etranscripts.aspx>.

INSTRUCTIONAL BEST PRACTICES IN BLENDED LEARNING RUBRIC

FORMATIVE ASSESSMENTS

Formative assessments measure your engagement with and understanding of content delivered in each topic. These assessments provide opportunities to reflect on your assignment as well as deliberate over topic content with your classmates in a discussion forum. Each assessment has a maximum rating of 30 points indicating topic knowledge and reflection.

FINAL COURSE PROJECT: Best Practices in Blended Learning Lesson

Criteria	Grading Scale		
Implementation and Supporting Documentation	25 The supporting documentation incorporates all elements addressed in the instructions. Details are clearly communicated, and content demonstrates mastery of key concepts of BL best practices implementation.	15 Most criteria of the supporting documentation are included. One or more items are missing and/or lacking details. Content mastery is evident for the most part with only one or two elements excluded.	5 The best practices in BL learning lesson is missing most of the listed criteria.
Reflection	25 Addresses all criteria, providing depth in response to questions.	15 Addresses most of the criteria, though little depth is added to response.	5 Lacks depth and details in response.
Peer Observation	10 Addresses peer observation requirements, provides clear feedback.	5 Attempt at feedback as per observation requirements.	0 Does not provide peer feedback.

COLLEGE CREDIT ASSIGNMENT: Reflective Essay

Criteria	Grading Scale		
Responsiveness to Topic	15 Demonstrates thoughtful understanding of topic and criteria. Responds effectively to all aspects of assignment.	12 Addresses most of the assignment criteria. May slight some aspects of topic in response.	5 Demonstrates inability to understand assignment criteria and lacks a meaningful response to the topic.
Communication of Ideas	15 Thoroughly explores topics, going beyond scope of subject matter to include insightful comments, ideas, and observations of key concepts	12 Demonstrates some comprehension of topic though treats subject	5 Is unfocused and incoherent.

	and texts.	matter simplistically or repetitively.	
Length and Organization	15 Meets length requirement and Is clearly organized with well-supported ideas.	12 Meets length requirement and is somewhat organized with some supported ideas.	5 Does not meet minimum length requirement and Is undeveloped with little or no support.
Mechanics, Sentence Structure, Grammar, and Spelling	15 Is free from errors in mechanics, structure, grammar, and spelling.	12 Has some errors but demonstrates control of mechanics, structure, grammar, and spelling.	5 Contains serious issues in mechanics, structure, grammar, and spelling.

CLASS SCHEDULE:

UNIT 1: TEACHING IN A BLENDED SETTING

Unit 1 - Topic 1: Standards and Best Practices for Blended Learning

- **Blended Instruction Explained:** Teachers will review the Christensen Institute definition of blended learning and examine the pedagogy’s key elements, as outlined by the Aurora Institute (formerly known as iNACOL) in its blended framework:
 - Tech systems and platforms
 - High-quality digital content/instructional tools
 - Use of formative assessment and student data
 - Appropriate understanding and use of blended learning pedagogy
 - Resource exploration: Article: The Learning Accelerator - "Aurora Institute Blended Learning Teacher Competency Framework”
- **Aurora Institute Blended Framework:** A deeper exploration of the framework and competencies will lead teachers to understand how various core values are built into the framework:
 - Overview
 - Commitment
 - Competency-based Learning
 - Valuing All Learners
- **Reflection:** Teachers will be prompted to reflect on the information they gleaned from this section and resource: *As you reflect on the framework and core values, where do your strengths lie? Are there any gaps? What action plan can you develop to address those gaps?*
- **From Content Expert to Expert Instructional Guide:** Teachers will understand that as their role in a blended environment continually changes, they will shift their focus to monitoring progress, collecting and assessing real-time data, and designing collaborative, small-group, and one-on-one application-based work.
 - Resource exploration: Video: Opportunity Culture - “Pioneering Blended-Learning Teachers Reach More Students” (2017)

- **Aurora Institute's Standards for Quality Online Teaching - Developing Online Content:** As a blended teacher, teachers will also develop online content, and depending on his/her blended model, may conduct class online. As such, they will familiarize themselves with iNACOL's Standards for Quality Online Teaching and think about how these will apply to your blended instruction.
 - Resource exploration:
 - Handbook: iNACOL - "National Standards for Quality Online Teaching" (2011)
 - Toolkit: Blended Learning Toolkit - "Quality Assurance in Blended learning" (Thompson, n.d.)
 - **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *Is your blended learning course sound? How will you know whether your course was effective? Is there someone you might ask to review your course materials prior to teaching your blended course? Has your institution adopted standards to guide formal/informal evaluation? Which articulations of quality from existing course standards and course review forms might prove helpful to you as you prepare to teach blended courses?*

Unit 1 - Topic 1 Activities:

- **1.2 Discussion: Icebreaker**
 - Teachers will introduce themselves and discuss their experience with blended learning
- **Knowledge Check: The Aurora Institute's Blended Learning Teacher Competency Framework** (interactive multiple choice)
- **1.2 Assignment: iNACOL's Blended Learning Teacher Competency Framework**
 - You have examined iNACOL's Blended Learning Teacher Competency Framework. After reviewing the organizational components, you determined where your strengths lie and gaps you may have at this point.
 - For this assignment, complete the following tasks:
 - Complete this Blended Learning Teacher Competency Framework: Support Assessment from The Learning Accelerator to help determine where your strengths lie and what gaps you may have at this point in your transition to blended learning. You will need to make a copy of this document in order to edit and add your content. Once you've made a copy, please change your share settings to "anyone with the link can view". If you need assistance with this, please reach out to your facilitator.
 - Please post your completed reflection here, either as a document or a link.
 - Read and comment on one another's reflections. Do you see some similar strengths or areas for needed support as you move forward in the implementation of a blended model? Learn from one another!
- **1.3 Assignment: Action Plan**
 - You have completed a self-assessment of your strengths and gaps as measured by the Blended Learning Teacher Competency Framework Support Assessment. You targeted areas that need some additional attention as you transition to blended learning.
 - For this assignment, you will design an Action Plan targeting three of your highest needs and ask yourself: Where am I in this area? What's lacking in terms of training, education, and/or resource support? How will I attain what I need to move forward? What is my end goal?
 - Please use this Action Plan Template. Be sure to make a copy for your own editing. Feel free to adjust or adapt to your own needs, both now and for any future purpose if helpful. You may also use your own digital tool for your action plan. If you choose to make a copy of the template provided in this assignment, please change your share settings to "anyone with the link can view". If you need assistance with this, please reach out to your facilitator.
 - Post your completed plan via document or link here to share with your colleagues. Share your own expertise, ideas, and comments with your colleagues on their posts as well.

Unit 1 - Topic 2: Cultivating a Learning-Focused Community

- **What Does Community Mean to You?** Community is a key feature of a healthy blended learning environment. Teachers will explore the role of cultivating a learning-focused community that promotes self-efficacy. They will consider how they will develop community in their blended classroom and how it impacts students' learning experience. Teachers will understand that other components of community building include opportunities for collaboration and participation. Best practices blur the lines between collaborative activities created within the brick-and-mortar classroom and the virtual one so that students' learning experiences are similar regardless of the environment. Discussion forums and blogging provide a platform for community-building, deepening the learning experience, incorporating voice and choice, and promoting agency.
 - Resource exploration:
 - Video: Edutopia - "Morning Meetings: Creating a Safe Space for Learning" (2015)
 - Website: The Flip Flippen Group - Capturing Kids' Hearts
 - Video: MSMCOnline Learning - "Discussion Forum Best Practices" (2017)
 - Article: Edutopia - "Effective Student-Led Discussions" (Tahmaseb, 2018)
 - Tool: Edublogs
- **Communication is Key:** As teachers examine the differences between synchronous and asynchronous communication, they'll consider strategies and resources they will utilize in their blended learning environment.
 - Resource exploration:
 - Blog: Connections Academy - "The Difference Between Asynchronous and Synchronous Learning"
- **Other Communication Considerations:** Teachers will have the opportunity to explore additional communication elements that impact students and examine the effectiveness of technology integration. Communication elements include:
 - Being clear
 - Knowing your audience
 - Looking for tools
 - Collecting feedback
 - Resource exploration:
 - Tools: Wordle, Twitter, Padlet, Voki, VoiceThread, and ShowMe
- **Learn More About Online Community-Building:** Teachers will understand that because blended learning includes learning partly online, they will need to develop an online learning environment that fosters community-building and collaboration.
 - Resource exploration:
 - Article: PBS - "5 Virtual Ways to Build a Classroom Community" (2020)
 - Article: Edutopia - "How to Forge a Strong Community in an Online Classroom" (Krause, 2020)
 - **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *How will you develop community in your physical and virtual spaces so that connections and learning are strengthened?*

Unit 1 - Topic 2 Activity:

- **1.4 Assignment: Community-Building Activity**
 - Consider how you build community in your classroom and how you'll develop this culture in a blended environment.
 - Instructions:

- Create a community-building activity either through an online discussion or collaborative task using one of the tools you learned about in Topic 2 (or one of your favorite digital tools).
- Implement the activity in your blended classroom.
- Reflect on the activity:
 - What went well with the activity?
 - Any challenges? What would you tweak about the activity?
 - How did you measure student engagement?
- Share with your classmates! Provide a contextual description (including grade level, content area, length of time for the activity, etc.). Include the link to the digital tool you incorporated as well as your responses to the reflection questions.
- Be sure to respond to your colleagues, offering comments/insights and posing questions.

Unit 1 - Topic 3: Building a Blended Classroom for Self-Directed Learners:

- **From Community to Learner:** Teachers will understand that establishing an environment that promotes trust, respect, and celebrates learning is essential to your blended model. Equally important are the asynchronous and synchronous communication methods they use. In this topic, teachers will continue to explore instructional strategies for the online component of your blended classroom.
 - Resource exploration:
 - Article: Getting Smart - "Six Key Components of Effective Online Instruction" (2017)
- **A Successful Blended Learner:** Teachers will examine key characteristics of a successful blended learner and explore strategies for developing them:
 - Self-motivated
 - Self-disciplined
 - Independent learners
 - Strong written communicators
 - Internet and computer literate
 - Problem solvers
 - Resource exploration:
 - Article: Getting Smart - "Elements that Shape the Learning Experience" (2016)
 - Article: Getting Smart - "Developing Self-Directed Learners" (2016)
- **Growth Mindset:** By now, teachers will be able to make the connection between self-directed learning and growth mindset. as they consider their instructional practice, they will reflect on strategies that will develop a growth mindset in their learners:
 - Resource exploration:
 - Video: Carol Dweck - "Teaching a Growth Mindset - Carol Dweck" (2015)
 - **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *Do your students have a growth mindset? How will you prepare them for self-directed learning in your blended classroom?*

Unit 1 - Topic 3 Activities:

- **1.5 Assignment: Growth Mindset**
 - We touched on growth mindset in Topic 3 and how this affects achievement. As you will prepare your students to develop growth-mindset characteristics, you should understand where you, as their teacher, stand regarding this concept.
 - For this assignment, you will:
 - Read the following two articles, one introducing the concept of growth mindset as it was first researched and developed by Carol Dweck, the other as a follow-up to that same

concept and how it has changed over time for the author. As you read, consider that most people are not ONLY Growth or ONLY Fixed. As with many things, we are a mix of both, and it may even depend on the kind of situation you are in as to which characteristics you are exhibiting.

- [Carol Dweck Revisits the 'Growth Mindset'](#)
- [The Effort Effect](#)
- Once you complete your reading, take this brief Mindset Survey to assess where you are in your thinking. It is only 20 questions long. Think carefully and answer honestly.
- When you get your score, check back here:
 - 15-20 You are all about Growth! Just remember that dedicated effort is needed to sustain that improvement.
 - 11-14 You are mostly Growth mindset, but in some areas, you have a Fixed mindset that may be limiting you.
 - 6-10 You have a mostly Fixed mindset, but in some areas you have a Growth mindset. Can you find more places to use those skills?
 - 0-5 Take a minute and think about all the change that is possible. Decide on ONE area that you will test out a Growth mindset. This is your homework!
- Share your reflection with the class:
 - Did your score surprise you?
 - What did you learn about your own thinking regarding growth mindset?
 - How can this information shape your teaching practices and efforts developing a growth mindset in your self-directed learners?
- **1.6 Assignment: Self-Directed Learning Activity**
 - You have examined strategies for creating self-directed learners in your blended setting. If you'd like to review additional content regarding this, check out the article from Edutopia: "[Children in Charge: Self-Directed Learning Programs](#)" [Schoning \(2015\)](#). If you're not registered for the site, set up a free account to explore the various articles, blogs, and resources for your blended instructional practices.
 - For this assignment, you'll choose an upcoming unit of study and design and develop an engaging activity that promotes self-directed learning. Implementation of the activity is not required for this assignment, as you'll focus only on design and plan for implementation when your unit of study is scheduled.
 - Provide a contextual description of the activity that you design:
 - Classroom size/grade level
 - Content/subject (unit of study)
 - Blended model you're implementing
 - Name of activity
 - Description of activity, including materials (technology), and procedures
 - Asynchronous/synchronous components
 - Reflection:
 - How does your activity promote self-directed learning?
 - How will you measure engagement and elements of self-directed learning?
 - How will you incorporate this activity into your curriculum?
 - Any concerns regarding implementation?
 - Share your activity with your classmates and be sure to comment on their creative ideas as well as provide solutions to implementation concerns that are included in reflections.

UNIT 2: INSTRUCTIONAL STRATEGIES

Unit 2 - Topic 1: Strategies for Student Engagement

- **Engaging the Blended Learning:** Teachers will begin the topic by watching Christopher Emdin's TED Talk "Teach Teachers How to Create Magic" (2018). As they do so, they'll reflect on their instructional practice and the ways in which they produce "magical" learning experiences for their students. Understanding that engaging students empowers them to own their learning, they'll explore the what engaging a learner in a blended environment look like:
 - Using real-time data for individual goal setting
 - Providing immediate feedback on learners' questions and work
 - Allowing voice and choice in learning activities, assignments, and assessments
 - Using technology for communication, creativity, and collaboration
 - Checking for understanding on a regular basis
 - Providing authentic learning experiences
 - Resource exploration:
 - Video: TED Talk/ Christopher Emdin - "Teach Teachers How to Create Magic" (2018)
- **Key Instructional Strategies for Blended Implementation:** As teachers learn about strategies for engaging the blended learner, they'll focus on key factors:
 - Start with learning goals
 - Create ways for students to learn before/during/after class
 - Use multiple forms of communication
 - Encourage collaboration and utilize online resources
 - Utilize low and high stakes grading
 - Seek assistance from professionals and stay organized
 - Resource Exploration:
 - Article: Edutopia - "Golden Rules for Engaging Students in Learning Activities" (Pino-James, 2015)
 - Podcast: Vicki Davis (CoolCatTeacher) - "Dave Burgess Talks Student Engagement"
 - Podcast: Vicki Davis (CoolCatTeacher) - "Hope King: How to Engage Students and Find Your Creative Breakthrough"
 - **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *How will you create "magic" in your blended classroom?*

Unit 2 - Topic 1 Activity:

- **2.1 Discussion: Student Engagement in Blended Learning**
 - You have learned about engaging students in a BL setting. To learn more about engagement, read through the University of Wisconsin article "[Instructional Strategies in Blended Learning](#)". Note the Blended Learning Mix Map and how it illustrates the connection between face-to-face and online elements of learning, creating a seamless connection between the two.
 - Once you're done with the review, consider how you will engage your own students. What elements of your current blended model, i.e., station rotation, flipped, a la carte, etc. can produce seamless engaging learning experiences for your students? Share your thoughts and ideas here and be sure to comment on your classmates' posts, offering insight and feedback.

Unit 2 - Topic 2: Strategies for Differentiating Instruction in a Blended Setting

- **Differentiating Instruction:** Teachers will understand that there are elements that promote engagement:
 - Ongoing formative assessments
 - Recognition of diverse learners
 - Group work

- Problem-solving
- Voice and choice
- These elements are an integral part of differentiated instruction. Teachers will learn that unlike the traditional classroom, the blended setting affords opportunities for personalizing learning for students.
- Resource exploration:
 - Video: Rebecca Tomasini - “How Does The Alvo Institute's Blended Learning Designs Support Differentiation?” (2013)
- **Differentiation: Station Rotation Model:** Teachers will learn that using a station rotation blended model differentiates by establishing stations for direct instruction, collaboration, and independent learning. They will understand that technology should be used to assess students so that real-time data can be collected to determine groupings for the following day.
 - Resource exploration:
 - Video: Catlin Tucker - “How and Why to Integrate Station Rotation into Your Classroom” (2016)
 - Video: The Learning Accelerator - “Math Stations at Trailblazer Elementary School” (2017)
 - Article and video: Edutopia - “Station Rotation: Differentiating Instruction to Reach All Students” (2017)
- **Differentiation: Flipped Model:** Teachers will learn that the flipped model affords them more time to address the individual needs of their learners during class time because they aren’t lecturing or delivering content. Instead, they’re posting videos, articles, and podcasts online. They can also use discussions and other assessments in this model, enabling them to gauge where their students are in terms of knowledge acquisition and then plan instruction and activities accordingly. Elementary teachers will focus on in-class flips.
 - Resource exploration:
 - Video: Dana Shepherd - “Differentiation in Flipped Classroom” (2016)
 - Article: Catlin Tucker - "In-Class Flip: The Flipped Classroom Meets the Station Rotation Model" (2016)
 - Article: Flip Learning - "What’s an In-Class Flip?" (Ramirez, 2017)
- **Using Technology to Differentiate Instruction in Your Blended Classroom:** As teachers will learn, technology is an integral part of differentiated instruction. Teachers will understand how to intentionally select the technology for their blended model(s). They will take into consideration lesson standards and objectives and consider their students’ tech experience and access as they begin to plan integration. Teachers will examine an example utilizing Padlet to differentiate instruction (in a flipped model).
 - Resource exploration:
 - Website: EdTech
 - Tool: Padlet
- **Differentiation Through Voice and Choice:** Teachers will learn that providing students the freedom to choose how they want to learn and how to demonstrate what they have learned supports differentiation and promotes agency. They will explore various strategies, including learning menus or choice boards, which can be used to engage students, personalize learning, and develop ownership.
 - Resource exploration:
 - Video: Teaching Channel - "Differentiating with Learning Menus"
 - Video: Teaching Channel - "Learning Menus: Giving Options and Independence"
 - Article: Open Paths - "Differentiation-Interests"
 - Article: A.J. Juliani - “The Ultimate Guide to Choice Boards and Learning Menus"
 - Article: Teaching in the 21st Century - "Personalized Schooling and Personalized Learning"

- Tools: Kasey Bell - "Interactive Learning Menus (Choice Boards) with G Suite – FREE Templates"
- **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *Which TIM characteristic and engagement level connect to learning menus or choice boards?*

Unit 2 - Topic 2 Activities:

- **Flipped Learning Scenario Review** - Teachers will understand that flipped learning does not have to be limited by students' access to wifi at home; in-class flips serve the same purpose.
- **2.2 Assignment: Technology Integration Matrix (TIM)**
 - You have spent time examining the Florida Center for Instructional Technology (FCIT) [Technology Integration Matrix \(TIM\)](#) and reflecting on the connection between your digital tool(s) selection and the targeted learning goals of your students. For this assignment:
 - Choose one characteristic within TIM on which to focus: Active, Collaborative, Constructive, Authentic, and Goal-Directed.
 - Reflect on the technology you currently integrate and where your students are within the levels of engagement: Entry, Adoption, Adaptation, Infusion, and Transformation.
 - Provide details about the technology and engagement level connection. Is there where you expect your students to be? Where do you *want* your students to be?
 - What is your game plan for leveraging technology so that your students' engagement is at the Transformation level in this particular characteristic?
 - How can TIM inform your blended instructional practice moving forward?
- **2.3 Assignment: Differentiating Learning with Engagement**
 - You have examined differentiation in a blended learning environment. For this assignment, design, develop, and deliver an activity that implements differentiation with engagement for a current unit of study.
 - Instructions:
 - Provide your subject, grade level, and *blended model*.
 - Determine your standards and evidence outcomes. What is it you want your students to learn from this activity?
 - Design your activity to include asynchronous and/or synchronous tasks.
 - Explain:
 - The basics of your activity
 - How it differentiates instruction or the learning experience in your blended model/classroom
 - How it addresses lesson/unit objectives
 - Deliver the activity in one of your classes and collect feedback from your students regarding their learning experience. Then, respond to these reflection questions:
 - Was the activity successful in both differentiating learning and engaging students? Explain.
 - What were the relevant challenges? How did you overcome them?
 - What would you do differently should you implement the activity again?
 - What feedback did your students provide regarding their learning experience? How does it inform your instruction?
 - Submit your responses to #4 and #5 in this post. Be sure to read and comment on your classmates' activities and responses, providing insight and feedback.

UNIT 3: DIGITAL TOOLS FOR YOUR BLENDED CLASSROOM

Unit 3 - Topic 1: Tools for Success

- **What Tools Do I Need?:** Teachers will understand that building a toolbox of effective tools is essential to success! They will examine myriad tools and learn how to select the right tool that matches the appropriate activity. As they explore the myriad tools, they'll consider how they can be used to differentiate instruction in a blended classroom as well as advance student-centered learning.
 - Resource exploration:
 - Article: DreamBox - "Ten Steps to Choosing Digital Curricula for Blended Learning" (Hudson, 2014)
- **Tools and Strategies for Student Engagement:** When thinking about tools and strategies for engagement in the blended classroom, teachers need to have a variety of options available to meet the needs of their diverse learners. Best practices require educators to be diligent in their search for tools that suit their content area as well as promote engagement. The accessibility to technology must be taken into account, as well, when considering strategies for implementation.
 - Resource exploration:
 - Article: Chalk - "How to Increase Student Engagement With Technology" (2018)
 - Video: Cult of Pedagogy - "Welcome to the Teacher's Guide to Tech"(2017)
- **Tapping Into Our Students' World of Social Media:** Secondary teachers will explore options for integrating social media into their instruction practice.
 - Resource exploration:
 - Article: Edutopia - "Using a Social Media Account With Your Class" (Casa-Todd, 2019)
 - Article: Houghton Mifflin Harcourt - "3 Ways to Use Social Media in Your K-12 Classroom" (2018)
 - Article: InformED - "25 Awesome Social Media Tools for Education" (Chesser, 2013)
 - Article: Common Sense Education - "Social Networks for Students and Teachers Common Sense Education"
 - Article: Common Sense Education - "10 Best ELA Tools for Elementary Schoolers"
 - Article: Getting Smart - "10 Online Tools That Can Bring Science to Life for Your Students" (2018)
 - Article: Teacher Bootcamp - "12 Online Tools For Effective Teacher to Student and Parent Communication" (Jones and Terrell)
 - Article: eClass4Learning - "Ten Technology Strategies to Engage the Digital Generation" (Stephens)
 - Article: Top 5 Online Colleges - "99 Top Tools for Online Teaching"
 - Article: eLearning Industry - "321 Free Tools for Teachers - Free Educational Technology"
 - **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *How will you utilize technology to boost student engagement, promote agency, and raise achievement?*

Unit 3 - Topic 1 Activity:

- **3.1 Discussion: Cool Tools**
 - You have explored numerous digital tools and strategies for increasing student engagement in your blended classroom.
 - Discuss one of the new tools you examined in Topic 1. Explain how you will use that tool to personalize instruction or assessments.
 - What do you have in *your* toolbox? Share the link to a digital tool not presented in Topic 1 and explain how you have integrated it into your instruction. How can it be used in a blended classroom? Any advice you can offer your colleagues if they are interested in

this tool?

- Complete this [Google form](#), which will be a space for practitioners to share their best digital tools and strategies for implementation in a BL classroom.
- Once you've completed the Google form, open and bookmark this [spreadsheet](#) so that you go back and review responses whenever you feel the need to be inspired by what others are doing in their BL classroom. You can also check out the responses below.

Unit 3 - Topic 2: Theory Into Practice

- **Blended Lesson Design, Development & Delivery:** Applying the content teachers have learned in the course, they will prepare and implement a lesson that integrates one or best practices in blended learning.
 - Step 1: Take an existing unit of study that your students are currently working on and design and develop a blended lesson using this view-only [template](#). Please make a copy of the template before continuing.
 - Step 2: Produce a 3-5-minute video of you delivering a portion of the blended lesson OR produce a photo journal documenting the learning experience. Please note that due to FERPA, your video should only capture teacher facilitation; students should not be in the video unless you can blur their images. If you walk around the classroom, engaging with your students during the lesson, the video should capture audio. For the photo journal, please obscure students' faces.
 - Step 3: Reflect on the instructional and student learning experience by responding to these questions in a written, video, or audio format:
 - Describe your experience in designing and developing a blended best practices lesson for a unit of study.
 - What specific elements of the lesson demonstrated best instructional practices in blended learning (address specific instructional strategies, digital tools, blend of asynchronous/synchronous elements, etc.)?
 - What went well with the lesson you implemented? What were relevant challenges and how did you address those challenges?
 - How did you measure student engagement and achievement?
 - What did your student feedback reveal about this learning experience? Provide specific details about the information you gathered from students in terms of 2-3 work samples, data, and observations and how they will be used moving forward.
 - How did the overall learning experience inform your current instructional practice?
 - What are your next steps moving forward as a blended practitioner?
 - Step 4: Please add your video/photo journal link to this [form](#). In it, you will be asked if you'd like to share your video lesson with other practitioners taking this course. We hope you'll consider allowing educators to learn from your experience and expertise. Just like our students, we learn best from one another!
 - Step 5: Post the link to the template, video/photo journal, and reflection responses in the next section. Before you do, go back through the lesson and in the discussion forum where you post the video/photo journal, ask for specific feedback on sections where you need recommendations, ideas, or solutions to problems you see in your lesson design. For example, if there's a part of your lesson where you feel students were confused, not knowing what to do next, you might ask for scaffolding ideas for that portion of the lesson.
 - Step 6: Peer Observation: Choose one participant in the course, view his/her video, and provide feedback regarding the lesson (or portion of the lesson) that was captured in the video. Feedback may include asking questions for clarity, commenting on lesson design or delivery, sharing thoughts and insights about student engagement, or anything else you deem helpful in your peer observation.

Unit 3 - Topic 2 Activities:

- **3.2 Assignment: Best Practices in Blended Instruction Lesson Submission and Peer Observation**
 - Use this thread to post your final course project and complete your peer observation. Include the link to your video as well as all supporting documents, including the lesson plan template, student work samples (with names removed, please), observations, and reflection responses.
 - Once you post, choose one participant in the course for your peer observation.
- **3.3 Discussion: Your Best Practices in Blended Instruction Integration Experience**
 - Now that you have completed this course, please create a video sharing your experience integrating best instructional practices in BL. You may use [Screencast-o-Matic](#), [Jing](#), [Quicktime](#), or any other video making software/digital tool that you prefer.
 - Provide details regarding one or all of these elements:
 - student engagement/ownership of learning
 - community building
 - differentiated learning experiences
 - personalization or competency-based elements of blended instruction
 - student achievement
 - successes of BL best practices integration and implementation
 - relevant challenges (and how you overcame them)
 - anything else you'd like to discuss regarding your blended instructional practice
 - Once you post your video, review and respond to your classmates' submissions and complete this [form](#).

UNIT 4: REFLECTIVE ESSAY

Instructions:

- For this assignment, write a four-page, single-spaced reflective essay in APA format that addresses the following components:
 1. Highlights and Insights: What did you glean from the course content? Share your insights and "aha" moments as you progressed through the content. What did you learn from your classmates?
 2. Related Independent Research: Conduct an additional search for resources related to the course content. How will you apply this knowledge? Did you investigate anything that posed questions or concerns regarding the integration of blended learning instructional practices? What reinforced your ideas, observations, or insights?
 3. Instructional Focus: As you continue to move forward and grow as a blended educator, what goals have you set for yourself? What is your plan of action for developing your practices and skill sets?