Online and Blended Learning Design
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Definitions

- **Online (OL)** = fully asynchronous, i.e. Distance Education
- **Blended (B)** = combination of asynchronous online (e.g. Canvas) and in-person
  e.g. recorded lectures on Canvas, tutorials to take place in-person
  class time: 25-75% of typical in-person contact hours replaced by asynchronous online component
  note: alternating arrangement (one week online, one week in-person, and online again) possible when partnered with another instructor/course
- **BLS** = combination of synchronous online and asynchronous online
  e.g. online recorded lectures on Canvas, tutorials to take place on Zoom

Examples

Online (OL):

- each weekly module consists of a series of short videos (Keynote/PPT with audio), Slido interlude (voting options mirroring in-person classroom where instructors ask for a show of hands, for short answers etc), summary (PDF)
- plus optional group discussions & weekly video announcements that directly respond to the discussions

Blended (B) (Note: below are examples consistent with the 25%-75% guideline above. Other models could also be consistent.)

- A Blended course with two hours of lecture and one hour of tutorial could have the lectures delivered asynchronously online while the tutorials are delivered in person. (67% asynchronous online, 33% in-person.)
- A Blended course with three hours of lecture (no tutorials) could have one hour of lecture delivered asynchronously online and a two-hour in-person meeting divided among lecture, presentations and discussion. (33% asynchronous online, 67% in-person.)
- A Blended course with four hours of lecture (no tutorials) could have three hours of asynchronous online lecture, and one hour of in-person group presentations. (75% asynchronous online, 25% in-person)

Your turn! Designing an Online, Blended (B/BLS) course

Step 1. Start by reviewing available tools

- Basic Canvas LMS Skills
    - Quizzes, locked content, grading rubric
      Self-help guides available: https://canvas.sfu.ca/enroll/CKP7DK

- H5P interactivity— available by request at CEE
    - Review different H5P tools in this CEE Canvas Sandbox:
      https://canvas.sfu.ca/courses/53186?_gl=1*12llnzf*_ga*OTk3Nzk3MDQzLjE3MDM3OTQyOTk.*_ga_R4BCVYL1QF*MTcxMTM5OTU2My44Ni4xLjE3MTEzOTk2NDAuNjAuMC4w

- Audio-visual recording and editing
    - FASS instructional recording space (Linguistics): audio-visual, greenscreen, DIY editing. Exclusively available to FASS & easier to book
      https://www.sfu.ca/fass/teaching/resources.html

    - SFU Library Media and Makers Common, completely DIY, require online and hands-on training, max. two hours per booking
      https://www.lib.sfu.ca/facilities/make-create/maker-commons/tools-spaces

    - CEE Media Studio: professional filming and editing, lightboard, simulation, difficult to book, best for a few videos/complex ideas
      https://www.sfu.ca/cee/services/learning-technology-and-media-support/media-studio.html
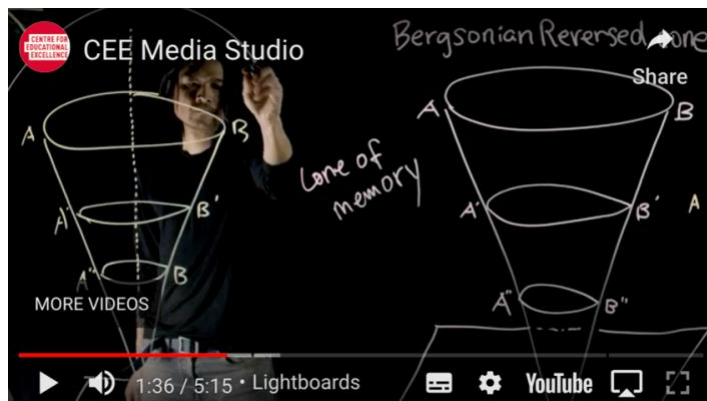
Step 2. Make your own Instructional Storyboard!
Identify what tools you might need. (See template on final page.)

Step 3. Request full or partial build from CEE
https://www.sfu.ca/cee/services/online-blended-course-development.html

Other Useful Tools

- Course Workload Calculators
  https://cts.psu.edu/hia-app/
  https://cte.rice.edu/resources/workload-estimator
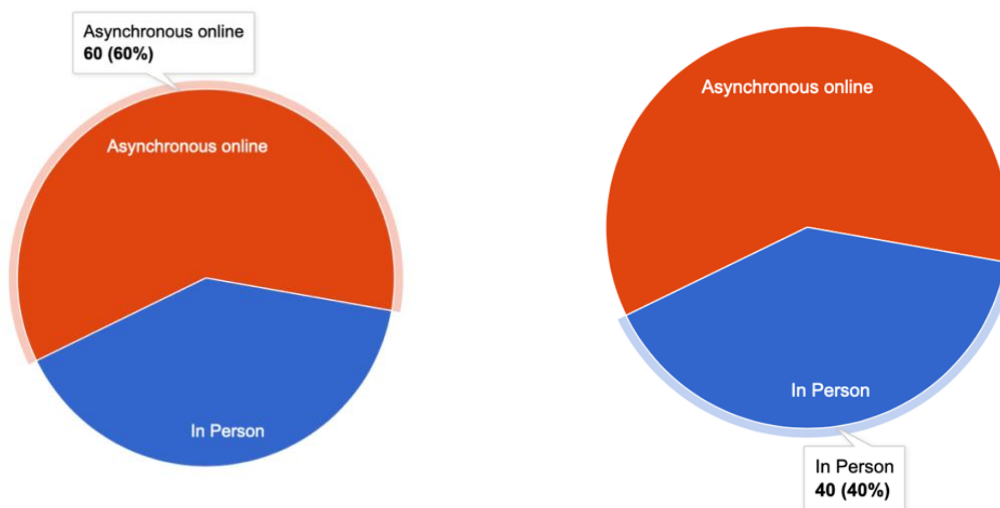 https://ubcoapps.elearning.ubc.ca

- For Blended: ***Do*** explain your class structure to students, i.e. are online activities to be taken before or after in-person lectures/seminars, timeline, etc

  You can use this pie Chart on your Canvas homepage,
  available by request from CEE

References:

https://www.sfu.ca/students/scheduling/scheduling-sections.html

https://www.sfu.ca/cee/teaching-resources/online-and-blended-learning.html

https://www.sfu.ca/cee/services/online-blended-course-development/h5p-interactivity.html

Sample Instructional Storyboard

	Learning Objectives	In-Person Seminars	Online Canvas Activities	Corresponding assignments
Block One: Introduction	To establish basic foundational knowledges about ____	Week 1. Introduction Week 2. Week 3.	Released in Week 3. One ungraded but mandatory Canvas practice quiz: Test basic knowledge and correct likely misunderstandings. Quiz is set as the required prerequisites to unlocking midterm essay questions and submission. Quiz will be available for the remainder of the semester ==—to be built by instructor or CEE?==	Midterm Essay covering Block One, due Week 6
Block Two:	To look at how ____	Week 4. Week 5. Week 6.	Week 5 One low-risk task (3% of overall mark, full mark for timely submission): Watch one video and comment on ____ **H5P interactive video** ==—to be built by CEE==	Creative project covering Block Two, due Week 10