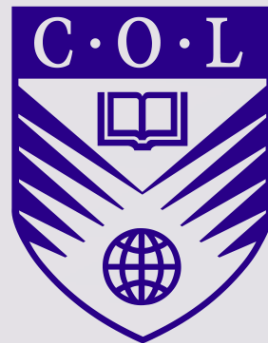


# Quality Assurance in Blended Learning

## Designing blended learning programs



Romeela Mohee  
Education Specialist: Higher Education

PEBL workshop  
Nairobi 17-20 April 2018



# Overview

## Contents

- Designing quality blended learning programs

## Learning outcomes

- Define the 7 steps to designing good quality blended learning programs
- Describe the structure of learning outcomes
- Define the modes of assessment

# How do I Design Good Quality Blended-learning Programs?

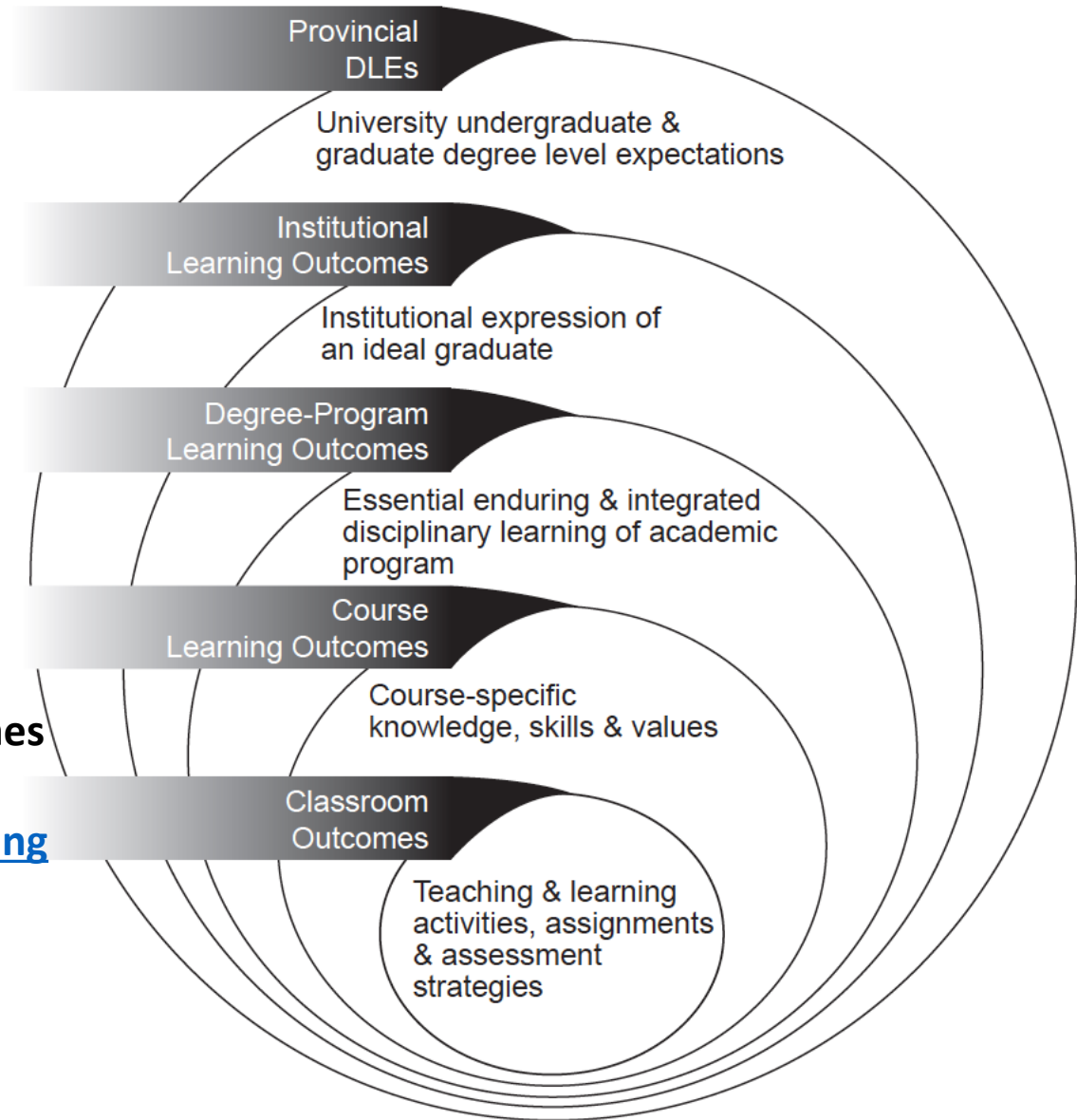


# Steps to designing good quality blended learning programs

1. Keep QA in mind
2. Choose Good Learning Objectives
  1. Learning outcomes are direct statements that describe the essential and enduring disciplinary knowledge and abilities that students should possess, and the depth of learning that is expected upon completion of a program or course (Anderson et al., 2001; Harden, 2002).
  2. Learning outcomes answer these questions
    - How would you describe the attributes of an ideal graduate of the program? What unique strengths should students who complete this program possess?
    - What is essential that students know and be able to do at the end of their learning experiences? What key knowledge, skills and values/attitudes should students who complete the program possess?



# Articulation of level outcomes



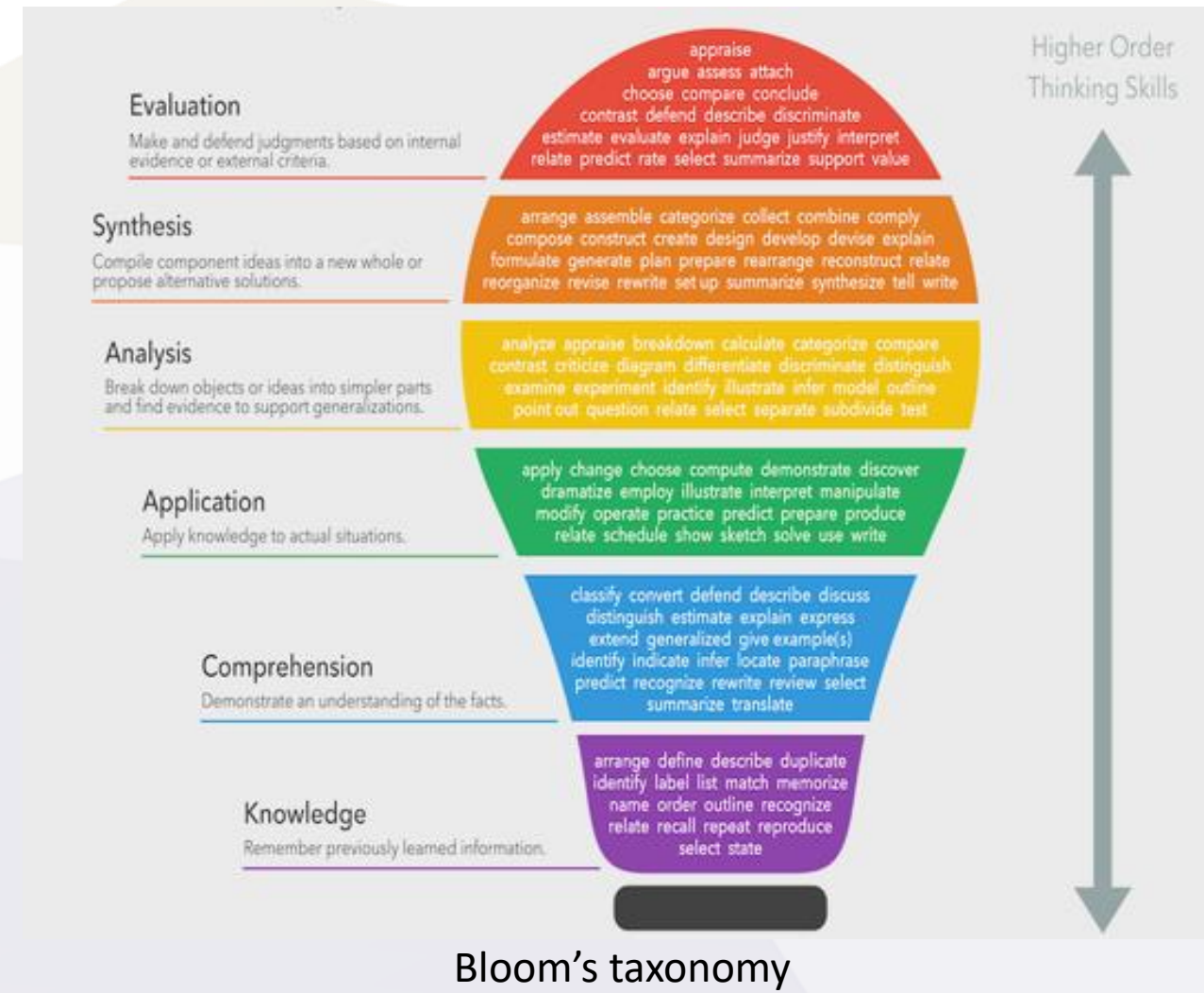
**A Guide to Developing and Assessing Learning Outcomes  
at the University of Guelph:**

[http://www.uoguelph.ca/vpacademic/avpa/pdf/learning\\_outcomes.pdf](http://www.uoguelph.ca/vpacademic/avpa/pdf/learning_outcomes.pdf)

# Learning outcomes

Learning outcomes should:

- complete a phrase describing what students should know and/or be able to do by the end of the program or course (e.g. “By the end of this program, successful students will be able to...”).
- start with an action verb that specifying the depth of learning expected followed by a statement describing the knowledge and abilities to be demonstrated, and finally a statement (or statements) to provide context within the discipline.
- be concise, direct and clearly stated. Terms such as *know*, *understand*, *learn*, *appreciate* and *to be aware* of should be avoided, and the specific level of achievement should be clearly identified. ( should be measurable)



Bloom's taxonomy

Source: Bloom's taxonomy verbs - free classroom chart. (2016).

Retrieved from <https://www.fractuslearning.com/2016/01/25/blooms-taxonomy-verbs-free-chart/>



# Example of Learning outcomes (levels)

- **Beginning language course**

By the end of this course students will be able to:

- **identify** the most frequently encountered endings for nouns, adjectives and verbs
- read basic material relating to current affairs using appropriate reference works, where necessary

- **Graduate research methodologies class**

By the end of this course, students will be able to:

- **assess** the strengths and weaknesses of alternative strategies for collecting, analyzing and interpreting data from needs analyses and evaluations in direct practice, program and policy interventions
- **identify** specific strategies for collaborating with practitioners in developmental projects, formulation of research questions, and selection of designs and measurement tools so as to produce findings usable by practitioners at all levels
- **analyze** qualitative data systematically by selecting appropriate interpretive or quantified content analysis strategies
- **articulate** implications of research findings for explanatory and practice theory development and for practice/program implementation
- **instruct** classmates and others in an advanced statistical or qualitative data analysis procedure





# Example learning outcomes

- **Teaching development course for faculty**

By the end of the course you will be able to:

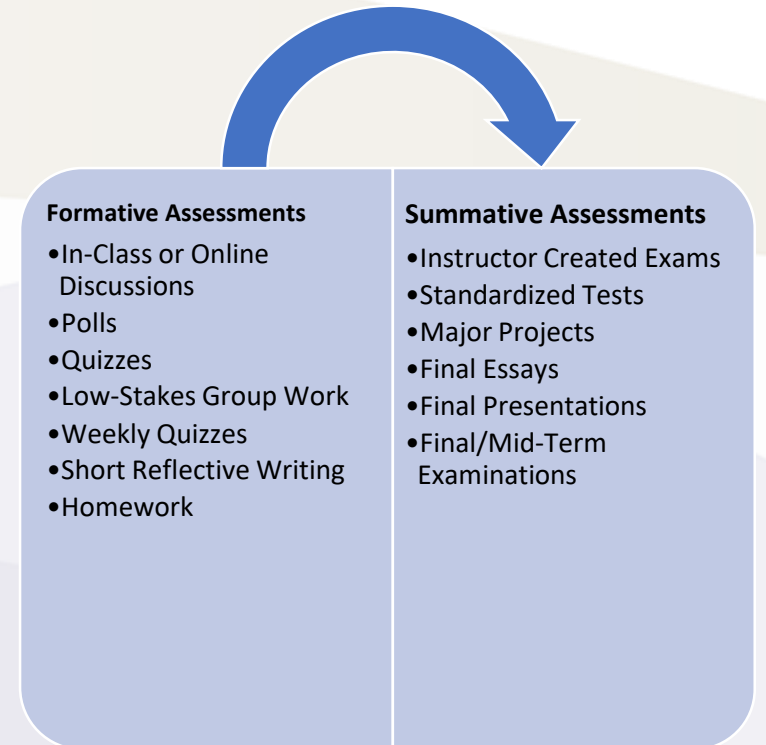
- identify several learning style models and know how to use these models in your teaching
  - construct and use learning objectives
  - design a course and a syllabus
  - implement the principles of Universal Instructional Design in the design of a course
  - use strategies and instructional methods for effective teaching of small classes and large classes
  - identify the advantages and disadvantages of different assessment methods
  - construct a teaching portfolio
- [Learning outcomes for OTA course designed by Prof. Susan McCahan, “Fundamentals of University Teaching”]





# 3 Choose Appropriate Learning Assessments

- What assessment strategies can be effectively completed online?
- What is best mix for assessment?
- QA issues: Alignment of assessment to learning outcomes
  - Example of alignment as follows (QA matters rubric)
    1. A problem analysis demonstrates critical thinking skills
    2. A multiple choice quiz verifies vocabulary knowledge
    3. A composition shows writing skills
    4. A video of a learner presentation shows mastery of the language



# Activity

- Write assessments based on your level outcomes



# 4 Choose a Blended-learning Format and Schedule – 10 Questions to Consider

1. What do you want students to know when they have finished taking your blended-learning course?
2. As you think about learning objectives, which would be better achieved online and which would be best achieved face-to-face?
3. What types of learning activities do you think you will be using for the online portion of your course?
4. Online asynchronous discussion is often an important part of hybrid courses. What new learning opportunities will arise as a result of using asynchronous discussion? What challenges do you anticipate in using online discussions? How would you address these?
5. How will the face-to-face and time out of class components be integrated into a single course? In other words, how will the work done in each component feed back into and support the other?
6. When working online, students frequently have problems scheduling their work and managing their time, and understanding the implications of the hybrid course module as related to learning. What do you plan to do to help your students address these issues?
7. How will you divide the percent of time between the face-to-face and online portion of your course?
8. How will you divide the course-grading scheme between face-to-face and online activities? What means will you use to assess student work in each of these two components?
9. Students sometimes have difficulty acclimating to the course Web site and to other instructional technologies you may be using for face-to-face and online activities. What specific technologies will you use for the online and face-to-face portions of your course? What proactive steps can you take to assist students to become familiar with your Web site and those instructional technologies? If students need help with technology later in the course, how will you provide support?
10. There is a tendency for faculty to require students to do more work in a hybrid course than they normally would complete in a purely traditional course. What are you going to do to ensure that you have not created a course and one-half? How will you evaluate the student workload as compared to a traditional class



# 5 & 6: Choose Context Appropriate Resources

## 5. Choose context appropriate resources

- For example; limited connectivity ; use RACHEL, OER2Go

## 6. Establish netiquette and online communications expectations

- How frequently you will check email
- How quickly students will receive feedback
- Outline good netiquette



# 7 Write a Clear and Detailed Syllabus

- Dates for when classes meet face-to-face and when classes meet online
- Clear expectations for online communication, both for students and the instructor
- Information for how to contact the instructor for regular inquiries;
- Information for how to contact the instructor for urgent inquiries
- How quickly you expect to respond to emails
- How quickly you expect students to respond to emails
- Basic troubleshooting help
- Information for who to contact with technical difficulties
- The hours of the campus computer lab
- Important URLs or Database

