Report of the Massive Open Online Course

Blended Learning Practice MOOC (MOOC 7)

Seventh offering: 16 January – 12 February 2022

Athabasca University
Commonwealth of Learning
Credits

The following BLP MOOC design and delivery team members from Athabasca University, Canada, have contributed to this report:

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Daniel Wilton, Course Inspirer, Athabasca University
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This report has been submitted to the Commonwealth of Learning as part of the agreement between the COL and Athabasca University.

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Executive Summary

Blended Learning Practice (BLP), a massive open online course (MOOC) developed by Athabasca University in partnership with the Commonwealth of Learning (COL), was delivered from 16 January through 12 February 2022 for the seventh offering. The purpose of the BLP MOOC is to introduce blended learning as an important and rapidly developing form of education, with an emphasis on the benefits it offers to both educators and students, including greater flexibility and convenience, as well as potential increases in learner creativity and independence.

The content of the course is based on the *Guide to Blended Learning*¹, published by the COL as an open educational resource (OER), which is provided to participants as a downloadable textbook in the MOOC. Working through two chapters per week, participants learn the theoretical foundations of key blended learning models and the potential benefits and challenges of implementing blended learning practice, as well as design guidelines including the selection of learning activities, technologies and OER, and implementation and evaluation frameworks. This combination of a MOOC with an open textbook has given BLP MOOC a particularly strong structure, and the clarity of this structure continues to be well-received in the seventh offering, as shown by responses to the end-of-course survey.

There were 480 student registrants in BLP MOOC 7, compared to 1460 in BLP MOOC 6. All participants who achieved the minimum requirements based on quiz scores were awarded Certificates of Participation; those who went on to complete a blended learning design plan were also awarded Certificates of Completion. There were 107 Certificates of Participation awarded in BLP MOOC 7 for a total certification rate of 22.3%, an increase of 2.8% over BLP MOOC 6. Of these recipients, 73 went on to complete the Blended Learning Design Plan assignment and received the more challenging Certificate of Completion.

While the lower registration number for BLP MOOC 7 created challenges in maintaining a cohesive community presence, the continuing strong level of participant achievement and positive evaluations received in the end-of-course survey suggest the MOOC remains an important and relevant offering for the participants, who continue to find value in the course content and underlying open text, the *Guide to Blended Learning*. Several survey respondents indicated their hope for successfully implementing their new learning in their educational context.

As indicated in the final Outcomes and Recommendations section of report, the lower registration number in the current offering suggests potential revisions to the course to allow for greater individual participant presence through the sharing of their own experiences, which could further serve as additional examples of blended learning in practice. As registration numbers may continue to fluctuate in the wake of the COVID-19 global pandemic, the structure provided by combining a MOOC with an open textbook may allow for greater flexibility in experimenting with such activities.

This report on the seventh offering of BLP MOOC has been prepared by Athabasca University and submitted to the Commonwealth of Learning.

¹ http://oasis.col.org/handle/11599/3095
Section 1. Background of BLP MOOC

The BLP MOOC initiative is well-aligned with the mandates of both the Commonwealth of Learning (COL), based out of British Columbia, Canada, and Athabasca University (AU), located in Alberta, Canada. Both organizations strive to remove barriers to education and promote high-quality lifelong learning opportunities worldwide.

Need and purpose

The purpose of the BLP MOOC is to introduce blended learning as an important and rapidly developing form of education, with an emphasis on the benefits it offers to both educators and students, including greater flexibility and convenience, as well as potential increases in learner creativity and independence.

Team members

From Athabasca University:

Dr Martha Cleveland-Innes, Course Instructor and Professor
Dr Nathaniel Ostashewski, Researcher and Associate Professor
Daniel Wilton, Course Inspirer
Carmen Jensen-Tebb, Project Manager

From the Commonwealth of Learning:

Dr Sanjaya Mishra, Director: Education

Design and development

The design of the BLP MOOC was based on concepts and outcomes identified in the agreement and additional requirements identified through discussion between COL and AU. The design process was a collaborative engagement initiated by sharing perspectives and documenting ideas. This MOOC design structure and process is based on a scaled version of the Community of Inquiry theoretical framework.

Technology

BLP MOOC is offered by the AU-COL partnership through the Instructure Canvas platform, an open-source learning management system for small- to medium-sized MOOCs. The key design parameters were:

- the Guide to Blended Learning Practice and its accompanying videos as the primary content,
- synchronous and asynchronous interaction through forums and live sessions,
- an equal content emphasis on teaching, design, and leadership practice, and
- an emphasis on practical, context-sensitive, and authentic application through a blended learning design plan final assignment activity.

Marketing

Target learners for BLP MOOC were teachers in developing countries. COL carried out most marketing efforts as the organization has an established network of connections in the education sector throughout the developing world. The BLP MOOC website was promoted through COL’s network and the promotional brochure was distributed through COL’s Focal Points in the Commonwealth countries. Content of the promotional site and login page is shown in Appendix A and the brochure in Appendix B. BLP MOOC 7 was also advertised on the AU website (see Appendix C).
Section 2. Delivery of the BLP MOOC

There were 480 registrants for the seventh offering of BLP MOOC 7. Of these, approximately 58% logged into the course at least once, logging an average of 4.25 hours each in the learning management system, consistent with the average logged time in BLP MOOC 6.

The following demographic information is based on the pre-registration demographics survey; as not all pre-registrants continued on to complete their registration, the total number of pre-registrations (600) is greater than the number of course participants.

Distribution by country

Prior to registration, registrants were asked to identify their country; Table 1 lists the most frequently indicated countries; the full list of pre-registrants by country is included as Appendix E.

BLP MOOC 7 included pre-registrants from 70 countries across geographical regions including Southeast Asia, Africa, the Caribbean, and the Middle East. For the first time, Nigeria, Iceland, and Zambia appeared in the top 5 countries by pre-registrants.

Table 1. Most-frequent survey respondents by country (n=600)

<table>
<thead>
<tr>
<th>Country</th>
<th>Respondents (n)</th>
<th>Respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>177</td>
<td>29.5%</td>
</tr>
<tr>
<td>Nigeria</td>
<td>77</td>
<td>12.8%</td>
</tr>
<tr>
<td>Kenya</td>
<td>39</td>
<td>6.5%</td>
</tr>
<tr>
<td>Iceland</td>
<td>36</td>
<td>6.0%</td>
</tr>
<tr>
<td>Zambia</td>
<td>36</td>
<td>6.0%</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>19</td>
<td>3.2%</td>
</tr>
<tr>
<td>Canada</td>
<td>19</td>
<td>3.2%</td>
</tr>
<tr>
<td>Botswana</td>
<td>18</td>
<td>3.0%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>16</td>
<td>2.7%</td>
</tr>
<tr>
<td>Senegal</td>
<td>16</td>
<td>2.7%</td>
</tr>
</tbody>
</table>
Personal characteristics

Of the 600 pre-registrants, 49.8% were female and 49.7% were male, with 2 pre-registrants (0.3%) selecting "Other or non-binary" and 1 pre-registrant (0.2%) who indicated "Prefer not to disclose".

**Figure 1. Respondents by gender (n=600)**

The ages of pre-registrants (n=600) were broadly distributed, with a mean age of 37 and 61% under the age of 40, consistent with the moderately older age group of BLP MOOC 6.

**Figure 2. Respondents by age (n=600)**

BLP MOOC 7 participants were in general highly educated, with 72.8% of pre-registrants (n=600) holding or currently pursuing a graduate degree or higher, about 7% higher than in BLP MOOC 6. About 12% of BLP MOOC 7 pre-registrants held no degree.

**Figure 3. Respondents by education level (n=600)**
Pre-registrants (n=600) were also asked to identify their professional affiliation and level, with 13.3% indicating K-12 education (about half the number seen in BLP MOOC 6), 23.2% in post-secondary education, and 34.8% affiliated with government. About 21% of BLP MOOC 7 pre-registrants indicated they were taking the MOOC as individuals.

**Figure 4. Respondents by professional affiliation and level (n=600)**

- K-12 education
- Post-secondary education
- Individual
- Non-profit organization
- For-profit organization
- Community organization
- Government

Video lectures and instructor presence

The accompanying videos from the *Guide to Blended Learning Practice*, with presentations by Drs. Martha Cleveland-Innes and Sanjaya Mishra, were included directly in the course content, with framing commentary and metacognitive prompts. These videos introduced the direct instruction provided by the chapters of the course text, as well as creating the first level of instructor presence. Instructor presence by Dr. Cleveland-Innes was further enhanced through a synchronous session during the final week of the course.

Inspirer’s role and presence

The Inspirer’s role included:
- presenting announcements to guide learners during the course (see Appendix G),
- providing a sense of direct teacher presence in the course forums,
- summarizing participant activity and upcoming content through video announcements,
- guiding the weekly facilitation team meetings to ensure cohesive messaging and support, and
- providing grading and feedback on the final blended learning design plan assignment.

The Inspirer’s announcements, presented as video within the course and as transcripts sent to participants by email, provided updates on course events such as synchronous sessions, as well as drawing from individual participants’ activity in the discussion forums to summarize key themes and principles of blended learning practice from the current and upcoming modules.

The role and presence of the facilitation team

Three facilitators were hired to support BLP MOOC 7 through additional instructional and course management support and to facilitate networking between participants. The facilitator’s role is to:
- review and respond to (or redirect) participant questions in the lesson activity and general forums,
facilitate networking between participants by highlighting and including direct links to participants with similar interests or issues, and

- record and present in weekly facilitation team meetings the successes and challenges seen in participant activity.

As introduced in the previous offering of BLP MOOC, the facilitators in this seventh offering were also encouraged to take a more active role in reviewing the final Blended Learning Design Plan assignments, with the Inspirer focusing on those plans presenting the greatest difficulty. This greater distribution of the review process continued to allow for improved response time on the assignments, as well as greater personalization and variety in feedback by facilitators who may have already formed connections with the participants in the forums.

Discussion participation

Discussion was an important component of BLP MOOC. Introduced early in the course as critical to building a community of inquiry, discussion participation was frequently encouraged by the inspirer and facilitators, although it was not a direct criterion for earning a certificate.

Most of the discussion took place within the pre-established module forums, with each module's discussion divided into the three main themes of BLP MOOC: a teaching forum intended for all participants followed by the participant's choice of a design forum or leadership forum. Several additional "administrative" forums were created, including welcome forums and forums dedicated to discussion around the synchronous sessions.

In total, there were 890 discussion posts: 845 in course activity and administrative forums and 45 in unsorted and participant-generated forums. As described above, the main module forums were divided into the three themes of teaching, design, and leadership, with the teaching forum intended for all participants, and the design and leadership forums left to each participant's individual choice. Of the 617 posts in the main module forums, 308 (49.9%) were in the teaching-focused forums, 168 (27.2%) in the design forums, and 141 (22.9%) in the leadership forums; the small increase in activity in the leadership forums as compared to BLP MOOC 5 may reflect the greater proportion of registrants indicating an affiliation with government.

Synchronous sessions

Microsoft Teams was used for four synchronous sessions. This web conferencing tool allows for verbal communication, text chat, as well as PowerPoint presentations and screen sharing, all of which add interactivity and active engagement to web-based meetings. Athabasca University provided access to Microsoft Teams; the application is external to the Canvas platform.

Prior to each session, an announcement was sent to all MOOC participants inviting them to the live session, with a link to the presentation room posted in the course shortly before the session itself. The sessions included both presentations and an interactive question-and-answer period.

The sessions were recorded for those unable to join the sessions live and to support further discussion; links to these recordings in both Microsoft Teams and YouTube, along with the session slides, were posted to the course home page and in a forum dedicated to ongoing discussion around the session approximately one hour after the end of the session. Recordings were especially useful in the case of BLP MOOC 7, where participants were dispersed throughout the world and across a wide range of time zones.
Recordings of the synchronous sessions are available:

20 Jan 2022  The art of designing and teaching in a blended Community of Inquiry  
Dr Martha Cleveland-Innes  
https://www.youtube.com/watch?v=2xQ999819q0

27 Jan 2022  Digital wellness for educators  
Dr Agnieszka Palalas  
https://www.youtube.com/watch?v=KM25ptOONmE

3 Feb 2022  Leading pedagogical change  
Dr Martha Cleveland-Innes  
https://www.youtube.com/watch?v=27FNxU1IP8A

10 Feb 2022  Integrating technology into the classroom: What, when, and why  
Dr Nathaniel Ostashewski  
https://www.youtube.com/watch?v=5y1_pYoqlXw
Section 3. Participant Performance

Weekly quizzes

Each of the four weeks included one 10-question, multiple-choice quiz. A minimum score of 70% was required on each quiz to qualify for a certificate; participants who did not achieve this level were allowed multiple attempts, a key consideration for achieving a mastery orientation within an open professional development course. Overall, BLP MOOC 7 showed about a 4.8% increase in quiz participation over BLP MOOC 6 (out of total registrations) but an average decrease in scores by about 1.8%. Quiz 1 remains challenging, and the standard deviation shows a wide range in scores across participants.

Table 2. Number and percentage of participants who attempted each quiz and average quiz scores

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Attempts (n)</th>
<th>Average score</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>157 (32.7%)</td>
<td>75%</td>
<td>2.78</td>
</tr>
<tr>
<td>Week 2</td>
<td>132 (27.5%)</td>
<td>85%</td>
<td>1.86</td>
</tr>
<tr>
<td>Week 3</td>
<td>120 (25.0%)</td>
<td>85%</td>
<td>2.03</td>
</tr>
<tr>
<td>Week 4</td>
<td>114 (23.8%)</td>
<td>86%</td>
<td>1.99</td>
</tr>
</tbody>
</table>

Blended learning design plans

Creation of a Blended Learning Design Plan was the final assignment and a requirement for the Certificate of Completion. A total of 77 plans were submitted (an increase of about 2.0% over BLP MOOC 6 on a registration-adjusted basis), of which 73 (94.8%) were successful, consistent with the success rate of BLP Design Plans in BLP MOOC 6.

Certificates

Participants who achieved the minimum requirements based on quiz scores were awarded Certificates of Participation; those who went on to complete a Design Plan were also awarded Certificates of Completion. There were 107 Certificates of Participation awarded, for a total certification rate of 22.3%. Of these, 73 participants (15.2% of registrants) were also awarded a Certificate of Completion. In line with the quiz completion rates and design plan submissions, the total certification rate represents an increase of about 2.8% from the rate achieved in BLP MOOC 6.

Again, certificates were made available through a separate certificate system originally developed by Athabasca University. Under this system, participants can download their PDF certificates on demand, with verification links back to the original certificate database for additional security. The PDF format allows participants to download, print, and share their certificates with minimal technical knowledge, while the links embedded in the certificates allow for employer or institutional verification and potential detection of spoofing.

Certificates of Completion included a note indicating that they represent 20 hours of professional learning engagement, which can also be verified, by name, through the certificates' verification links.
Section 4. Survey Findings

Basic demographics and professional roles of respondents to the pre-course survey have been discussed in previous sections. Here, additional results from the two course surveys will be presented: the results from those who consented to the pre-course survey (n=169) and end-of-course survey (n=57). The two surveys used the same consent letter; see Appendix G. A copy of the pre-course survey and the end-of-course survey is included as Appendix H and I, respectively.

Summary of pre-course survey results

Of the 167 responses indicating a primary language, 99 (59.3%) reported English as their primary language; of the 68 who did not indicate English as a primary language, their primary languages were most frequently Icelandic (16, 9.5% of all respondents), Bangla/Bengali (5, 3.0%), Hindi (5, 3.0%), or Tamil (5, 3.0%); the strong presence of an Icelandic contingent was new to BLP MOOC 7.

Most respondents self-reported that they were proficient or advanced in the use of software (135, 82.3%, n=164) and social media (118, 72.0%, n=164), but only a minority reported that level of skill with creating digital media (51, 31.5%, n=162). Ninety-two respondents (56.4%, n=163) had heard of the Community of Inquiry framework; of those, 33 indicated they knew it well but had not used it, while 12 use the framework in their teaching practice. Notably for the subject-matter of the course, slightly less than half of the respondents (77, 47.0%, n=164) reported they felt proficient or advanced in teaching or supporting learners through technology at the outset of the course, consistent with earlier offerings.

Of the 164 respondents who indicated a primary reason for taking the course, 71 (43.3%) took the course out of general interest in blended learning practice, 71 (43.3%) for professional development, 9 (5.5%) specifically to earn a certificate, and 8 (4.9%) out of general interest in MOOCs; another 5 (3.0%) indicated the MOOC had been set as a requirement in a university course. A large majority of respondents (151, 91.5%, n=165) intended to complete all activities and earn a certificate of completion. A majority also indicated an intention to apply the certificate as professional development hours to further their career or meet professional development requirements (144, 87.8%, n=164).

Survey respondents (n=164) indicated that they learned of BLP MOOC through a wide range of sources, with the most frequent being through word-of-mouth: through colleagues or the workplace (50, 30.5%), social media (41, 25.0%), or their school, including as a course requirement (13, 7.9%). Several respondents learned of BLP MOOC through TEL MOOC (10, 6.1%), showing that informal referral and cross-marketing between the MOOCs continues to be a driver in BLP MOOC registration. Of more formal channels, the Commonwealth of Learning website (22, 13.4%) and email notifications (9, 5.5%) remain important sources. The top referrers for BLP MOOC 7 are summarized in Table 3.

Table 3. Top referrers for BLP MOOC 7 registrations (n=164)

<table>
<thead>
<tr>
<th>Referrer</th>
<th>Respondents (n)</th>
<th>Respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleagues/workplace</td>
<td>50</td>
<td>30.5%</td>
</tr>
<tr>
<td>Social media</td>
<td>41</td>
<td>25.0%</td>
</tr>
<tr>
<td>Commonwealth of Learning website</td>
<td>22</td>
<td>13.4%</td>
</tr>
<tr>
<td>School/course requirement</td>
<td>13</td>
<td>7.9%</td>
</tr>
</tbody>
</table>
Summary of end-of-course survey results

The End-of-Course Survey was completed by 57 participants. Survey responses to questions regarding general satisfaction with BLP MOOC indicate that respondents were both happy with, and grateful for, this learning opportunity.

The survey results indicate a positive response to BLP MOOC 7, with 51 (94.4%, n=54) agreeing or strongly agreeing with the statement, “Overall, I was satisfied with BLP MOOC,” and 49 (90.7%, n=54) agreeing or strongly agreeing with “BLP MOOC met the learning objectives.” Respondent evaluations of various aspects of the course and its delivery are summarized in Table 4. The highest rankings tend to be for overall satisfaction, quality, and applicability; as seen in previous offerings of the BLP MOOC, one concern continues to be its pacing, as BLP MOOC is only four weeks as compared to TEL MOOC’s five-week structure, but respondents indicated that they generally found the workload manageable.

Table 4. Course satisfaction and content evaluation (n=57)

<table>
<thead>
<tr>
<th>Survey question</th>
<th>Responses</th>
<th>Agree/Strongly agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, I was satisfied with BLP MOOC.</td>
<td>54</td>
<td>51 (94.4%)</td>
</tr>
<tr>
<td>BLP MOOC met the learning objectives.</td>
<td>54</td>
<td>49 (90.7%)</td>
</tr>
<tr>
<td>The BLP MOOC experience will assist me in the use of educational technology for teaching and learning.</td>
<td>54</td>
<td>51 (94.4%)</td>
</tr>
<tr>
<td>The amount of time I spent on the course met my expectations.</td>
<td>54</td>
<td>48 (88.9%)</td>
</tr>
<tr>
<td>The workload was manageable.</td>
<td>53</td>
<td>47 (88.7%)</td>
</tr>
<tr>
<td>The pace of the course was comfortable for my learning.</td>
<td>54</td>
<td>42 (77.8%)</td>
</tr>
<tr>
<td>The course activities reinforced the course material.</td>
<td>54</td>
<td>48 (88.9%)</td>
</tr>
<tr>
<td>The course activities did a good job of triggering my thinking.</td>
<td>54</td>
<td>48 (88.9%)</td>
</tr>
<tr>
<td>The course activities did a good job of holding my interest.</td>
<td>54</td>
<td>48 (88.9%)</td>
</tr>
<tr>
<td>The course material was of good quality.</td>
<td>54</td>
<td>50 (92.6%)</td>
</tr>
<tr>
<td>Assignments were helpful to acquire knowledge and skills.</td>
<td>54</td>
<td>50 (92.6%)</td>
</tr>
<tr>
<td>The quizzes helped to test my knowledge.</td>
<td>54</td>
<td>51 (94.4%)</td>
</tr>
<tr>
<td>The course website was user-friendly.</td>
<td>54</td>
<td>50 (92.6%)</td>
</tr>
</tbody>
</table>
Survey responses about the instruction and community aspects of the course were more mixed, as shown in Table 5. While most respondents felt their learning was supported by the instructional team and through discussions with their fellow participants, a larger number responded positively about the practical benefits of the discussions, seeing them as providing information and additional reading material. In a separate question, respondents \((n=51)\) were asked how much instructor involvement they would like to have had; 28 (54.9%) indicated they would like to have had about the same level of involvement, 18 (35.3%) indicated they would like to have had somewhat or much more involvement, and 5 (9.8%) preferring less involvement. This pattern of responses is largely consistent with previous offerings, suggesting that participants are turning to the discussions more typically for additional learning resources rather than shared knowledge construction or motivational and regulatory support.

Table 5. Evaluation of instruction and the BLP MOOC learning community \((n=57)\)

<table>
<thead>
<tr>
<th>Survey question</th>
<th>Responses</th>
<th>Agree/Strongly agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I experienced direct instruction during BLP MOOC.</td>
<td>54</td>
<td>41 (75.9%)</td>
</tr>
<tr>
<td>My learning was supported through facilitation by the Inspirer.</td>
<td>54</td>
<td>39 (72.2%)</td>
</tr>
<tr>
<td>My learning was supported through facilitation by the roving instructors.</td>
<td>54</td>
<td>35 (64.8%)</td>
</tr>
<tr>
<td>My learning about BLP was supported through my discussions with other students.</td>
<td>54</td>
<td>39 (72.2%)</td>
</tr>
<tr>
<td>My learning about BLP was supported by reading other student posts.</td>
<td>54</td>
<td>45 (83.3%)</td>
</tr>
<tr>
<td>BLP MOOC discussions provided me with information about resources that I will be able to use in my own teaching.</td>
<td>54</td>
<td>46 (85.2%)</td>
</tr>
<tr>
<td>I felt like I was part of a community in the BLP MOOC.</td>
<td>54</td>
<td>45 (83.3%)</td>
</tr>
<tr>
<td>It was okay to express emotions in BLP MOOC forums.</td>
<td>54</td>
<td>36 (66.7%)</td>
</tr>
</tbody>
</table>

The end-of-course survey also allowed for open-ended suggestions and feedback. Participants used their open-ended responses both to make recommendations to develop and expand upon the course design and to describe the value of the course both to themselves and to other potential participants.

Several respondents noted the effective course design, in terms of content, structure, and the platform's usability. Although the course is not primarily focused on particular technologies, one respondent noted a gap in the course's treatment of mobile learning.

*The course is well structured, organised and easy to understand. The instructor has put in lots of efforts for the course.*

*Good Work and well-set lectures. I like the user interface design of the BPL course flow and Structure.*

*The course content is excellent and coordination too.*

*The information given to us was very interesting and useful. The course was well planned and live session are amazing.*
The course is well designed. However, mobile technologies ought to have been included as one of the most common medium of learning.

I really appreciated the online quizzes given that it involved high order level thinking which challenges the brain! The scenario based kind of application level questions are ideal for such MOOCs. Thank you. Highly appreciated

As noted by the last respondent above, the practical or applied nature of the course (including in the quizzes) was often highlighted, with some suggestions to strengthen it further.

I would very much appreciate having extra examples of cases to work on, included in the modules, like the case scenarios presented during the quizzes

most interesting, an example and role model of what the content was presenting, possibly change the order and start from the activities and then move on to the theory of models. Looking forward to the next one, Thank you all!

Is it possible to have some demonstrations of more in person involvement for the teacher's role?

As identified in previous reports on BLP MOOC, some of the demonstrations suggested by the respondent above may be better sourced from the participants themselves. Some respondents called for additional opportunities to learn from each other, both during and after the course.

Small group (8-10 active participants) work could be helpful to develop the network.

Is there a community of practice? It can help for networking and to continue experience sharing. Why not launching research action with followers according to their own context? For example, I am in [Africa] but I have a research action project with teachers about BL in [another country] currently. I am available for collaborative research also.

This interest in greater person-to-person interactivity was also brought forth in terms of the instructor's role, particularly in terms of video.

It would be better if you get more audio-visual lectures.

More time should be spent by the instructor to address students.

Instructor may try to create high quality video with short duration so that learners can focus better.

As frequently noted in previous offerings' surveys, several respondents indicated they needed more time, even with the extension week. In this particular offering, initial registration was lower than previously, and many participants joined mid-course, which also raised concerns for some respondents.

In the end, the time limit applied to the MOOC prevented me from completing it.

The structure was clear, the content was of high quality, it was very useful that the videos were in different formats, the book assisted me in my reading. Overall it was a great learning experience. My
only suggestions is that for engaging in more depth with the issue of blended learning maybe the course duration can be expanded. This will allow some participants to be more involved in discussions regarding different topics.

Generally the course went well but for the late arrival of some participants opportunity was not given to share the knowledge and understanding of all.

Number of participants should be determine before the commencement of course so all participants start and the same time

Beyond their suggestions for improvements, many respondents also took the opportunity to express their appreciation for the course and hopes for its successful application.

This is great! As a teacher I could reflect well and learned a lot on ways to use the blended learning models by participating in the BLP MOOC.

This was nice course, I learned lot of concepts about the blended learning.

I am thankful to you and hope I Will deepen the BLP adapted to my context. I also intend to disseminate it with my colleagues.

BLP MOOC was conceived well and delivered well too. I hope it will be successful to the learners once used.

The course was amazing, I would like to appreciate the facility given by the team. Hope we will get more opportunity to learn in future

I would like to express my heartiest thanks, gratitude and deep regards to the whole team for providing me this opportunity to be a part of this wonderful journey. I have already completed TELMOOC and enrolled upcoming two courses also. Really we are fortunate enough as we get this opportunities to learn new knowledges and skills at our own time, pace and place. Thank you so much.
Section 5. Outcomes and Recommendations

Despite registration and participation numbers that were lower than in previous offerings, the survey findings and overall participant achievement shows that Blended Learning Practice and its underlying text, the Guide to Blended Learning, continue to be well-received, with survey respondents expressing their appreciation for the course and intentions for applying it within their own teaching and learning contexts. In terms of learner achievement, BLP MOOC remains strong, showing a modest increase in quiz participation over the previous offering and an overall certification rate of 22.3% of registrants, with over two-thirds of those opting for the more challenging Certificate of Completion based on the Blended Learning Design Plan assignment.

This success in the seventh offering came despite a notable headwind in terms of registration numbers, which will be the focus of the discussion and recommendations here. For further design and organisational recommendations, see the reports on previous offerings of BLP MOOC.

The lower initial registration numbers raised some concern with the instructional team as it can be difficult to determine an appropriate balance between maintaining a strong instructional presence in the course and the risk of over-facilitation. It is consistent with our open-access policy for the MOOCs to allow registration at any time during the course, and about one-third of the registrants joined after the start, including some mid-course and others in the final few days. As seen in the previous section, these later arrivals were noted by some survey respondents, who indicated that they felt it created a disjointed community, reducing their opportunity to learn from others’ experiences. This disjointed nature may also be reflected in the lower ratings given to the discussions and the facilitators’ presence within them in their overall evaluation of the course.

One response to lower initial registrations that has been applied in TEL MOOC is to convert the first week into an orientation week, effectively pushing the course schedule back by one week to allow a larger window for further registration. However, the benefit of this is unclear as new registrations during the orientation week were minimal; as seen in the Welcome survey, one of the strongest sources of new registration has been word-of-mouth, and a slower start may in fact hinder that effect. Instead, some survey respondents suggested extending the length of the course, allowing late arrivals to catch up. However, stretching out the weekly discussions, which are already less active due to the lower numbers, may have the opposite effect of further reducing the sense of participant presence. While there does not yet seem to be a clear response to be taken when registration numbers are lower than expected, it suggests that the timing of subsequent offerings of a MOOC must be carefully considered.

It can also suggest adapting the course’s pedagogical approach. As expressed by the survey respondents, for those who have participated in the course, it remains an important and meaningful learning experience. Whereas in offerings with larger participation numbers the risk in the discussions is one of information overload, where the numbers are lower, it may be possible to draw more upon each participant’s context-based knowledge and experience: responding to a lower overall participant presence by increasing the level of presence of each individual. This effect can be seen in the live or synchronous sessions, for example, which as seen in the survey remains popular and an appreciated element of the course, and where a smaller audience allows a greater proportion of that audience to take the microphone and share their own perspectives. Participant interest in this approach can also be seen in the suggestions for small group work or an ongoing community of practice, as well as a broader interest in learning from scenarios or examples. If the registration numbers continue to fluctuate in this or other MOOCs, it may be appropriate to develop alternate activities, beyond the general discussions, to open up opportunities for greater levels of experience-sharing or even peer-mentoring, allowing the course to scale more adaptively from lower to higher numbers of participants.
One of the strengths of BLP MOOC, consistently identified by survey respondents, is the highly structured design of the course, based on a deliberate pattern of reviewing and discussing two chapters of the *Guide to Blended Learning* as an open textbook. This structured combination of a MOOC with an open textbook, in which the MOOC effectively becomes a global reading-circle of the text, allows participants to orient themselves quickly to the course and understand the focus of each subsequent week. The structure may also allow for greater experimentation in introducing additional, perhaps optional activities like those described above as the base expectations remain clear. With an open textbook as a specific, "tangible" takeaway from the course, it might also allow participants to focus on more collaborative activities while the course is running, knowing they will have the content of the textbook for reference. While this approach might not be appropriate for all MOOCs, it may be worth exploring further potential benefits of a MOOC-open-textbook combination in future MOOC designs.

Despite the lower registration numbers in BLP MOOC 7, the course continues to be seen by survey respondents as a strong and highly relevant offering, with direct application for educators at various stages in their careers and with widely-divergent access to resources within their local educational contexts. Several survey respondents, as well as many participants within the course discussions, noted the importance of increasing capacity in providing blended learning opportunities in the wake of the COVID-19 pandemic; as the longer-term impacts of the pandemic on global education systems become clearer, BLP MOOC (or a related, revised MOOC) should be well-placed to respond to this need.
Appendix A. BLP MOOC Information Page

[https://www.blpmooc.org/about](https://www.blpmooc.org/about)

A MOOC for Blended Learning Practice

The goal of the BLP MOOC is to introduce blended learning as an important and rapidly developing form of education, with an emphasis on the benefits it offers to both educators and students, including greater flexibility and convenience, as well as potential increases in learner creativity and independence.

The course has been designed to assist teachers and other educational professionals to adopt blended learning strategies through a step-by-step constructivist and design-based approach. Throughout the course, you will be able to reflect on decisions taken to provide an authentic learning experience in your own context. It will provide a general discussion of types of blended learning in reference to the level of education, the needs of the students, and the subject being taught. The discussions and associated activities will review pedagogy, materials, and technology usage.

We encourage you to download and distribute our brochure.

Course outline

**Week 1: Foundations of Blended Learning**
- The growth of blended learning
- What is blended learning?
- Blended learning uses
- Benefits of blended learning
- Making blended learning work
- Preparing for blended learning
- Consider creation of individual blended learning designs
- Purposefully integrate in-class and online activities
- Preparing students for blended learning
- Teaching principles that support blended learning

**Week 2: Designing Blended Learning**
- Using theory to support blended learning practice
- The Complex Adaptive Blended Learning System (CABLS)
- The Community of Inquiry theoretical framework in blended learning
- Creating a Community of Inquiry: What the research tells us
- Seven blended learning structures in education
- Blended learning as technology-enabled learning in the classroom
- Institutions and blended learning
- Understand enticers and barriers to blended learning
- Peer-review instructional design and blended course development plans
- Writing learning objectives and learning outcomes
- Consider how subject matter may influence blended learning
- Student needs assessment
- Aligning assessment and learning objectives
Week 3: Technology and Blended Learning

- Technology in education: An expanded definition
- A note on technological change and obsolescence
- Learning management systems
- Web conferencing
- Digital textbooks
- Blogs and wikis
- Social bookmarking, mashups, and digital storytelling
- Simulations, serious games, and virtual worlds
- e-Portfolios
- Learning management systems and virtual learning environments
- Creating learning activities based on blended learning best practices

Week 4: Blended and Online Learning Practice

- Synchronous activities for blended learning
- Examples of synchronous activities for models of blended learning
- Asynchronous activities for blended learning
- Asynchronous activities for models of blended learning
- Practical implications of synchronous and asynchronous activities
- Customize for context and learning design
- Finding, using, and creating open educational resources (OER)
- Useful sources of OER
- Learning assessment strategies available in blended learning
- Evaluating design and delivery of blended learning
- Blended course learnability evaluation checklist
- Community of Inquiry indicators to assess presence in blended learning

Course instructors

Dr Martha Cleveland-Innes is Professor of Education Innovation at Athabasca University. She is the Editor-in-Chief of the bilingual Canadian Journal of Learning and Technology. Martha is also the author of The Guide to Blended Learning and instructor, co-designer, and researcher for the open online course Blended Learning Practice. The 2nd edition of Introduction to Distance Education: Teaching and Learning in a New Era, which she co-edited, has just been released by Taylor & Francis for 2021. She has held major research grants supporting research on the technology-enabled student experience. In 2019 Martha received an Honorary Doctorate from Mid-Sweden University and the Leadership Award from the Canadian Network for Innovation in Education. Her research interest areas include 1) online and blended learning 2) communities of inquiry 3) higher education reform and 4) leadership in education. Martha is currently Visiting Professor of Pedagogy at Mid-Sweden University. For more information, see http://cde.athabascau.ca/faculty/martic.php.

Dan Wilton has 20 years' experience as an online instructor at the secondary and post-secondary level. He is a doctoral student in distance education at Athabasca University, where he provides web initiative development and research assistance for the Faculty of Humanities and Social Sciences. As Course Inspirer and lead facilitator for the BLP MOOC, he works closely with the course facilitators to help monitor course activity, address any general questions or concerns, and provide guidance and suggestions based upon the feedback and progress of the class.
Project team
Dr Martha Cleveland-Innes, Course Instructor and Professor, Athabasca University
Dr Nathaniel Ostashewski, Researcher and Associate Professor, Athabasca University
Dan Wilton, Course Inspirer, Athabasca University
Carmen Jensen-Tebb, Project Manager, Athabasca University
Dr Sanjaya Mishra, Director: Education, Commonwealth of Learning

Related MOOC: Introduction to Technology-Enabled Learning (TEL)
http://www.telmooc.ca
Teachers who want to learn more about teaching with technology will find TEL MOOC informative and engaging. Using up-to-date learning design and simple, accessible technology, the course runs on an easy-to-use learning platform available via the Internet. The course is designed for teachers who want to build on their knowledge and practice in teaching and learning with technology. It will run over five weeks and requires approximately three to five hours of time each week. Designed to accommodate teachers’ busy schedules, the course offers flexibility with options for learning the content. You will learn from readings, videos, discussions with other participants and instructors, meaningful exercises, quizzes, and short assignments. Certification is available for those who wish to complete all required exercises and quizzes.
Appendix B. BLP MOOC Brochure

Blended Learning Practice (exterior)

Meet the Instructors

Dr. M. Cleveland-Iones is Professor of Education Innovation at Athabasca University. She is the Editor-in-Chief of the bilingual Canadian Journal of Learning and Technology. Martha is also the author of The Guide to Blended Learning and instructor, co-designer, and researcher for the open online course Blended Learning Practice. The 2nd edition of Introduction to Distance Education: Teaching and Learning, in a New Era, which she co-edited, was released by Taylor & Francis in 2021. She has held major research grants supporting research on the technology-enabled student experience. In 2019 Martha received an Honorary Doctorate from Mid Sweden University and the Leadership Award from the Canadian Network for Innovation in Education. Her research interests include 1) online and blended learning, 2) communities of inquiry, 3) higher education reform and lifelong learning, and 4) leadership in education. Martha is currently Visiting Professor of Pedagogy at Mid Sweden University. For more information, see http://cje.athabascau.ca/faculty/martha.php

Dan Wilson has 20 years’ experience as an online instructor at the secondary and post-secondary level. He is a doctoral student in distance education at Athabasca University, where he provides web development and research assistance for the Faculty of Humanities and Social Sciences. As Course Leader and lead facilitator for the BLP MOOC, he will work closely with the course facilitators to help monitor course activity, address any general questions or concerns, and provide guidance and suggestions based on the feedback and progress of the class.

The Guide to Blended Learning

This MOOC is based on COIL’s Guide to Blended Learning, a free, open access guidebook authored by the course instructors. This guidebook provides information about some of the technology tools available to support in-person delivery in a seamless, truly blended way. It also presents new ways of thinking about teaching and learning to help you better prepare your students to learn and develop into 21st century global citizens.

The topics of the eight chapters cover the full range of considerations for implementing blended learning, from initial conceptual planning concerns, through the development and structuring of learning activities, and the evaluation of blended courses and programmes. Enhanced by video presentations, opportunities for reflection and discussions, and links to further resources, the guidebook is an effective foundation for professional development in blended learning practice and is available to download for free at:

http://oasis.col.org/handle/11599/3095

Pre-register today

For further information and pre-registration, go to:

http://www.blpmooc.org

email: info@blpmooc.org

Commonwealth of Learning

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Tel: +1 604 773 8200 Fax: +1 604 773 8230

https://www.col.org or email info@col.org

Dr. Sanjaya Mela, Education Specialist, e-Learning

Athabasca University

1 University Drive
Athabasca, AB T9S 3A1 CANADA

Tel: 1 (800) 788-9041 ext. 6179 (toll free for Canada/US)
**Course Description**

The **Blended Learning Practice** massive open online course (MOOC) is an introduction to blending technology and distance education teaching strategies with traditional, in-person classroom activities. Blended learning is an important and rapidly developing form of education, and this intermediate-level course will emphasise its benefits to both educators and students, including greater flexibility and convenience, as well as potential increases in learner creativity and independence.

This free, 4-week course, provided by the Commonwealth of Learning (COL) in collaboration with Athabasca University, is open to teachers and other education professionals in diverse contexts. Anyone considering the implementation of blended learning practice in their classrooms or programmes will enjoy and benefit from participating in this MOOC. The course is supported by a guidebook on blended learning, which offers a review of various types of blended learning in reference to the level of education, the needs of students, and the subject being taught.

**Course Highlights**

- Meet teachers online from all over the world who are also studying blended learning practice.
- Receive support from instructors who understand blended learning and technologies for blended learning.
- Explore easy-to-use technologies for designing blended learning.
- Evaluate their personal blended learning practice.
- Experience an enjoyable, engaging and collaborative virtual learning environment via the internet.
- Receive a certificate upon completion of required activities.

**Course Outline**

**Week 1: Foundations of Blended Learning**
- Introducing blended learning and its uses and benefits
- Purposefully integrating in-class and online activities
- Opportunities and barriers to blended learning in the institution
- Preparing teachers and students for blended learning

**Week 2: Designing Blended Learning**
- Using theory to support blended learning practice
- Key frameworks for designing blended learning
- Considering subject matter and student needs
- Writing learning objectives and learning outcomes

**Week 3: Technology and Blended Learning**
- Technology and technological change in education
- Learning management systems and educational practice
- Selecting from key online learning technologies
- Creating learning activities based on blended learning best practices

**Week 4: Blended and Online Learning Practice**
- Examples and practical implications of synchronous and asynchronous activities
- Customising for context and learning design
- Finding, using and creating open educational resources (OER)
- Evaluating design and delivery of blended learning

**Certification**

Two levels of certification are available based on your level of participation and completion of tasks/activities:
- Certificate of Participation requires participation in at least 3 discussion forums and completion of quizzes.
- Certificate of Completion requires 60 percent on all quizzes, participation in at least 3 discussion forums and the creation and sharing of a blended learning design.
Appendix C. Promotional Material, AU Website: blpmooc.org
Appendix D. Blended Learning Design Plan Assignment

If you are working towards a Certificate of Completion, this assignment is REQUIRED.

It is still possible to earn a Certificate of Participation by passing all the quizzes, but we encourage you to try this assignment; it brings together everything you have learned, thought about, and discussed in this course. If you have been responding to the reflection and discussion prompts in the weekly modules, you are already well on your way to completing this assignment.

This page explains what the assignment is, how to complete it, how it will be graded, and how to hand it in. Click here to download a copy of these instructions.

What would an effective blended learning course or programme look like for your students in your teaching setting?

In this assignment, you are going to outline a blended learning design for a course or programme that includes an effective combination and structuring of:

- both in-person and online activities, or
- both synchronous and asynchronous activities.

How to complete the assignment

Think of a course or programme that you know of or would like to develop. For example, if you are a teacher or instructor, this might be a course that you want to redevelop to include blended learning. If you are a leader or member of an educational system, business, or non-profit agency, this might be a programme you would like to establish. Be as specific as you can; it should be something relevant to you, in your setting, and everyone's topic for this assignment will be different. (See the note below on the possibility of a team assignment.)

You will not have to design the full course or programme in detail here - just enough to show how your blend of activities will work. A total of two pages for the full assignment is usually enough to do this - be concise and efficient.

Download the template below and fill in the blanks to plan out your blended learning design.

Template in Word  Template in OpenOffice

Step 1: Design parameters

Start by describing your course and context:

1. In a paragraph or two, describe your course or programme. What will students learn in this course?
2. Describe its context, including the country where it is located and the institution, development programme, or other setting in which it will take place.
3. Describe your students: their academic level and any particular needs they may have that will affect your choice of activities.
4. Describe the resources you have or will need, including teaching spaces (for example, classrooms or labs) and technologies.
5. Then, list some learning objectives – at least 3 and no more than 7 - describing what your students are expected to be able to do at the end of the course. Use action verbs such as Define..., Describe..., Evaluate..., and so on.

Step 2: Design plan

Now, start to match your learning objectives to specific learning activities that include both in-person and online learning (or synchronous and asynchronous).

Remember the principles you have learned in this course. For example, if a particular learning objective is best met through slow, thoughtful reflection activities in the student's own time, it might be appropriate to use an online, asynchronous activity for that objective. Include a short description of the activity, and if you think there is a way to use open educational resources for it, note that as well. What teaching and technology requirements will there be?

Step 3: Blend structure and activity integration

Arrange your activities into a pattern or structure that makes sense for your subject matter, your students, and your setting. Think of the models you learned in this course, such as the blended block model from the scenario in Chapter 1 or the 7 models from Chapter 2 (flipped classroom, etc.). Again, think of your own setting and find a structure that leads to an effective, integrated blend of activities that makes sense for you. You can use Cut-and-Paste to arrange your activities in the right order.

Step 4: Design rationale

Finally, write a short paragraph (a "design rationale") explaining why you think your blended learning design makes sense and is appropriate for your course or programme, your students, and your setting. Explain why you think your design will work well. As you write your rationale, ask yourself if your plan:

• incorporates flexibility,
• stimulates interaction,
• facilitates your students' learning processes, and
• fosters a learning climate that supports positive emotional engagement.

Can this be a team assignment?

Yes. You can do this assignment as a team of two or three (but not four). This will make the most sense if you are all working in the same context with similar students: two or three teachers in the same school or country.

If you decide to do this assignment as a team, you must:

1. each hand in a copy of the assignment - this is necessary to trigger the dropbox, and if you do not hand in a copy, you will not receive a grade,
2. include the names of everyone in the team at the top of the assignment - it cannot be handed in under your name alone,
3. include an additional statement at the end, under the Design Rationale, of two or three sentences explaining your own contribution to the assignment - what you did - which must be different for each person in the team.
Again, the entire team will post separate copies of the assignment to the Dropbox. They should be posted at about the same time, and they will be reviewed together, which is why it is essential to include the names of all team members on each submission.

Is there an exemplar or sample I can follow?

No. The range of potential topics is too wide, and you need to find an appropriate design for your own context and your own students. If you follow the template, you will be fine.

How it will be graded

Your assignment will be reviewed and graded as complete or incomplete. If your plan is complete and makes sense as a blended learning design, you will meet the requirements for this assignment and receive full marks; if you have also passed the quizzes, you will qualify for the Completion certificate. If you receive an incomplete, you will have a chance to try again, with a revised due date.

Your assignment must be your own original work; this is your chance to be creative and to design something meaningful to you in your context. If you have taken Blended Learning Practice before, your plan this time must be new and different from any previous assignments.

Remember, there are hundreds of you, so your assignment might take a few days or weeks to be reviewed. Completion certificates will be released in batches after the course ends and as assignments are reviewed.

How to hand it in

When you are done, click through to the Assignment Dropbox and upload your file. Click here to go to the Assignment Dropbox.
### Appendix E. Pre-Registrants by Country (n=600)

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<th>Country</th>
<th>Respondents (n)</th>
<th>Respondents (%)</th>
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<tbody>
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<td>United States</td>
<td>2</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

One respondent (representing 0.02%) was recorded from each of the following countries:

Austria          Grenada     Mozambique  Sweden
Belgium          Honduras    Papua New Guinea Tanzania
Cayman Islands   Iraq        Qatar       Tunisia
Croatia          Ireland     Romania     Uganda
Egypt            Ivory Coast  Spain       United Kingdom
Finland          Libya       St. Vincent and the Grenadines
Gambia           Mexico
Appendix F. Course Announcements

Welcome to Blended Learning Practice!
Welcome to Blended Learning Practice! Your course has now begun, and you can log in...
Posted on: Jan 16, 2022 at 12:00 am

Reminder: Live session 1 begins soon
Our first live session for Blended Learning Practice begins soon! Join us today...
Posted on: Jan 20, 2022 at 5:00 am

Week 1 Reflections: And the Word of the Week is context
Hello, everyone! A video version of this message is posted...
Posted on: Jan 22, 2022 at 5:45 am

Module 2 is now open
Welcome to Week 2! Module 2, Designing Blended Learning, is now open. In this...
Posted on: Jan 23, 2022 at 12:00 am

Reminder: Live session 2 begins soon
Our second live session for Blended Learning Practice begins soon! Join us...
Posted on: Jan 27, 2022 at 5:00 am

Module 3 is now open: Introducing the BLP Design Plan
The Week 3 module, Technology and Blended Leaning, is now open. In this third week....
Posted on: Jan 30, 2022 at 12:30 am

Week 2 reflections: Starting to think about design
Hello again, everyone! We’re now into Week 3, about halfway through...
Posted on: Jan 30, 2022 at 12:30 am

Reminder: Live session 3 begins soon
Our third live session for Blended Learning Practice begins soon! Join us...
Posted on: Feb 3, 2022 at 5:00 am

Week 4 module is now open
The Week 4 module, Blended and online learning Practice, is now open. In this ...
Posted on: Feb 6, 2022 at 12:00 am

Course extension, early certificates, and the end-of-course survey
Hello, everyone! I’m happy to announce that Blended Learning Practice has been extended...
Posted on: Feb 8, 2022 at 2:00 pm

Reminder: Live session 4 begins soon
Our fourth (and final) live session for Blended Learning Practice begins soon! Join us...
Posted on: Feb 10, 2022 at 5:00 am

Thank you, as BLP comes to a close
Hello, everyone! As we bring Blended Learning Practice to a close, I want...
Posted on: Feb 19, 2022 1 pm
Appendix G. Survey Letter of Consent

16 January 2022

Dear Participant:

We are researchers at Athabasca University and the Commonwealth of Learning. We invite you to participate in a research study entitled “Blended Learning Practice.” The purpose of this study is to create a detailed picture of the participant experience in this MOOC.

Your participation will involve completing two short surveys: one at the beginning of the course and one after the course has finished. Each survey will take between 5 and 10 minutes to complete. Some participants may also be contacted for a more detailed interview. This interview takes between 15 and 20 minutes in total.

Data about your general course participation, such as the assignments you submit and the time spent on different course activities, is also of interest to us. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. If you decide to stop or withdraw from the study, the information/data collected from or about you up to the point of your withdrawal will be kept as part of the study and may continue to be analyzed.

In either case, all information collected in this study will remain confidential. No individually-identifiable information about you, or provided by you during the research, will be shared outside the research/instructional team without your written permission. All research data will be kept on a secure drive for which only the principal researchers and instructional assistants will have access. Identifying information of participants will be removed from any reports that are seen by anyone other than the principal researchers and instructional assistants. The results of the research study may be published but your name or any identifying information will not be used. The published results will be in summary form only.

The findings from this project may provide information on how to improve the quality of learning experiences in other online courses. There are no known risks or discomforts associated with this research. If you have any questions about this research project, please feel free to contact Dr. Martha Cleveland-Innes via email at martinc@athabascau.ca. This study has been reviewed by the Athabasca University Research Ethics Board. Comments or concerns regarding your treatment as a research participant should be directed to the Office of Research Ethics at 1-800-788-9041, ext. 6718 or via email at rebserv@athabascau.ca.

Use the buttons below to indicate whether you agree to participate in the research project described above. To correlate the surveys with your general course participation, we will also require the email address you used to register in BLP MOOC. If you choose to consent to a follow-up interview, we may use this email address to contact you. Your email address will not be used for any other purpose or shared with anyone outside the research team.

Thank you.

Sincerely,

Martha Cleveland-Innes PhD, Professor of Education Innovation, Athabasca University
Appendix H. Pre-Course Survey

Where do you live?
- Europe/UK
- North America
- Caribbean/Central America
- South America
- South Asia/Indian subcontinent
- Asia
- Oceania
- Middle East
- Africa

Please specify your country.

What is your primary spoken language?
- English
- Other (please specify)

What is your gender?
- Male
- Female

What is your age group?
- Under 20
- 20-29
- 30-39
- 40-54
- 55 and over

What is your highest educational qualification?
- Secondary/high school diploma
- College certificate or diploma
- Vocational school certificate or diploma
- Bachelor degree or equivalent
- Master degree or equivalent
- M.Phil or equivalent
- PhD or equivalent

What is your teaching experience?
- Education student
- Less than 5 years
- 6-15 years
• 16-25 years
• More than 25 years

What does your job involve? (select all that apply)
• Face-to-face teaching
• Distance education
• Online teaching or facilitating
• Blended/hybrid teaching face-to-face and distance or online
• Work-based training
• Research
• Management/administration
• Education support services
• Other (please specify)

If your job involves teaching, at which levels do you teach? (select all that apply)
• Early education
• Elementary
• Secondary/high school
• College
• Vocational school
• University
• Other (please specify)

How would you rate your current skill level when performing the following tasks? (none, basic, proficient, or advanced)
• Using standard computer programs (word processor, email, etc.)
• Using social media (Facebook, Twitter, etc.)
• Creating digital media (video, blogs, etc.)
• Teaching or supporting learners through technology

Before registering in this course, were you aware of the Community of Inquiry framework for online and blended learning?
• No
• I had heard of it
• I knew it well but had not used it
• I use it in my instructional/learning design and/or teaching practice

Are you taking, or have you taken, Introduction to Technology-Enabled Learning (TEL) MOOC?
• No
• Yes, I am taking TEL MOOC now
• Yes, I signed up in the past but did not complete the course
• Yes, I completed the course

How did you find out about this course?
• Commonwealth of Learning website
• Commonwealth of Learning newsletter
• Course brochure
• Athabasca University
• TEL MOOC
• Email notification
• Social media
• Colleagues/workplace
• OpenupEd
• PCF conference
• Other (please specify)

What is your primary reason for taking this course?
• General interest in technology-enabled learning
• Professional development (contributing to your CV, for example)
• Obtaining a certificate
• General interest in MOOCs
• Other (please specify)

Which of the following best describes your intention to complete this MOOC?
• To browse the course contents, but not planning to complete the course
• Planning to complete some course activities, but not planning to earn a certificate of completion
• Planning to complete all activities to earn a certificate of completion
• Have not decided whether I will complete any course activities

Do you consent to be contacted to participate in a follow-up interview as indicated in the consent form?
• Yes, I consent to be contacted
• No, I do not consent to be contacted
Appendix I. End-of-Course Survey

Which weekly activities did you complete, or do you expect to complete? (Please select all that apply.)

- Less than one week
- Week One activities, discussions, and quiz
- Week Two activities, discussions, and quiz
- Week Three activities, discussions, and quiz
- Week Four activities, discussions, and quiz
- A Blended Learning Design Plan

Please provide us with your feedback by indicating your level of agreement to the following statements (strongly disagree, disagree, neutral, agree, strongly agree).

- BLP MOOC met the learning objectives.
- The amount of time I spent on the course met my expectations.
- The workload was manageable.
- The pace of the course was comfortable for my learning.
- The course activities reinforced the course material.
- The course activities did a good job of triggering my thinking.
- The course activities did a good job of holding my interest.
- The course material was of good quality.
- Assignments were helpful to acquire knowledge and skills.
- The quizzes helped to test my knowledge.
- I experienced direct instruction during BLP MOOC.
- My learning was supported through facilitation by the Inspirer.
- My learning was supported through facilitation by the roving instructors.
- My learning about BLP was supported through my discussions with other students.
- My learning about BLP was supported by reading other student posts.
- BLP MOOC discussions provided me with information about resources that I will be able to use in my own teaching.
- I felt like I was part of a community in the BLP MOOC.
- It was okay to express emotion in BLP MOOC forums.
- The course website was user-friendly.
- The Course Support videos helped me navigate the course and understand course expectations.
- The Course Support forums helped me navigate the course and understand course expectations.
- The BLP MOOC experience will assist me in the use of educational technology for teaching and learning.
- Overall, I was satisfied with BLP MOOC.

Please indicate the level of instructor and facilitator involvement you would have liked to have had in BLPMOOC.

- Much more instructor and facilitator involvement
- Somewhat more instructor and facilitator involvement
- About the same level of instructor and facilitator involvement
- Less instructor and facilitator involvement
- I felt no need for instructor or facilitator involvement

What suggestions do you have for the instructor and/or course design team?
If you would like to provide general feedback on BLP MOOC, please enter it here.