Report of the Massive Open Online Course on

Blended Learning Practice (BLP MOOC 6)

Sixth offering: 4 April – 1 May 2021

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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Dr. Nathaniel Ostashewski, Researcher and Associate Professor, 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 4 April through 1 May 2021 for the sixth and final offering under the current partnership. 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.

There were 1460 student registrants in BLP 6, compared to 771 in BLP 5. 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 284 Certificates of Participation awarded in BLP 6 for a total certification rate of 19.5%. 193 Certificates of Completion were awarded, which represents an increase of about 5% over the rates achieved in BLP 5. It is likely that the rapid succession of MOOC offerings, as well as the unpredictable and rolling nature of the ongoing global pandemic, has contributed to recent fluctuations in both registration and completion numbers as participants respond to changes in their professional workload and online teaching requirements.

In its sixth offering, Blended Learning Practice continues to be well-received by its participants, as evidenced by the positive results in the end-of-course survey, particularly in terms of course content and design. The survey responses also speak to the ongoing value participants find in the course content and its underlying text, the *Guide to Blended Learning*. Respondents described the course as transforming their understanding of blended learning practice and its value in supporting their professional development.

As BLP 6 rounds out a rapid series of offerings to support educators making the shift to online and remote teaching during the global pandemic, the recommendations based upon the current offering are reduced: there remains opportunities for greater sharing of participants' teaching contexts, local challenges, and potential solutions, through additional written activities, as well as, less formal use of live sessions to help build stronger connections between participants and the instructional team.

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

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[1] http://oasis.col.org/handle/11599/3095

Section 1. Background of BLP

The BLP 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 worldwide.

Need and purpose

The purpose of BLP 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**, Education Specialist, eLearning

Design and development

The design of BLP was based on concepts and outcomes identified in the MOA 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 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 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 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 was also advertised on the AU website (see Appendix C).

Section 2. Revisions of BLP for the Sixth Offering

As continued support for educators making the shift to online or remote teaching during the global pandemic, the sixth and final offering under the current partnership was offered in quick succession. The design and delivery of BLP 6 mirrored the previous offerings, and few revisions were made as compared to BLP 5, which was held in February-March 2021.

BLP 6 continued the streamlined certification process developed by AU for the first offering of Blended Learning Practice, as well as the improved pre-registration system which was originally developed for Introduction to Technology-Enabled Learning 7 and first implemented in Blending Learning Practice in its fourth offering. Unlike the first three offerings of BLP, which relied on the SurveyMonkey-based pre-course survey for participant demographics, the new pre-registration gateway page allowed for the capturing of key demographic information from all registrants, providing considerably improved visibility over the distribution of participants across the various demographic criteria (see the BLP 4 report for details, and the next section for BLP 6's demographics).

As all the facilitators in BLP 6 had previous facilitation experience with the course, greater effort was made to include the facilitation team in the review and grading of the final assignment, the Blended Learning Design Plan; about 50% of the assignments were reviewed by the facilitators, with the remaining assignments reviewed by the course Inspirer. This greater distribution of the review process allowed for an 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. As in previous offerings, participants in BLP 6 were permitted to complete the assignment in groups of two or three participants. While most participants who submitted plans continued to do so individually, the group option allowed participants greater flexibility and control over their approach to the assignment, and those plans submitted as group work showed correspondingly higher quality, as well as potentially being more relevant to the collaborative nature of modern course design.

Section 3. Delivery of BLP

There were 1460 registrants for the sixth offering of BLP. Of these, approximately 46% logged into the course at least once, logging an average of 4.2 hours each in the learning management system, an increase of about 0.8 hours over BLP 5.

The following demographic information is based on the preregistration demographics survey; as not all pre-registrants continued on to complete their registration, the total number of preregistrations (1896) 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.

To date, BLP 6 had the broadest distribution of pre-registrations across countries, with 112 countries indicated by pre-registrants in total across geographical regions including Southeast Asia, Africa, the Caribbean, and the Middle East. For the first time, the Philippines and Egypt appeared in the top 5 countries by pre-registrants.

Table 1. Most-frequent survey respondents by country (*n*=1896)

Country	Respondents (n)	Respondents (%)
India	334	17.6%
Trinidad and Tobago	228	12.0%
Philippines	137	7.2%
Egypt	102	5.4%
Bangladesh	98	5.2%
Pakistan	95	5.0%
Mauritius	82	4.3%
Jamaica	70	3.7%
Nigeria	59	3.1%
Kenya	55	2.9%

Personal characteristics

57.9% of pre-registrants (*n*=1896) were female and 42.0% were male, with 2 pre-registrants (0.1%) selecting "Other or non-binary" (Figure 1).

Figure 1. Respondents by gender (n=1896)
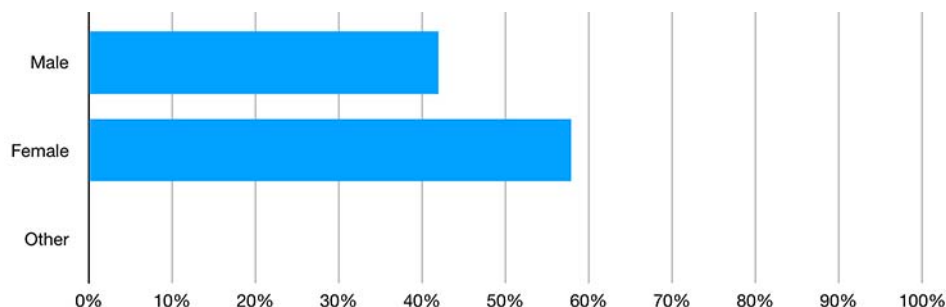
The ages of pre-registrants (*n*=1896) were broadly distributed, with a mean age of 38.8 (Figure 2). Fifty-three per cent of pre-registrants in BLP 6 were under the age of 40, reflecting a moderately older age group than in BLP 5, which had a mean age of 31.2.

Figure 2. Respondents by age (n=1896)
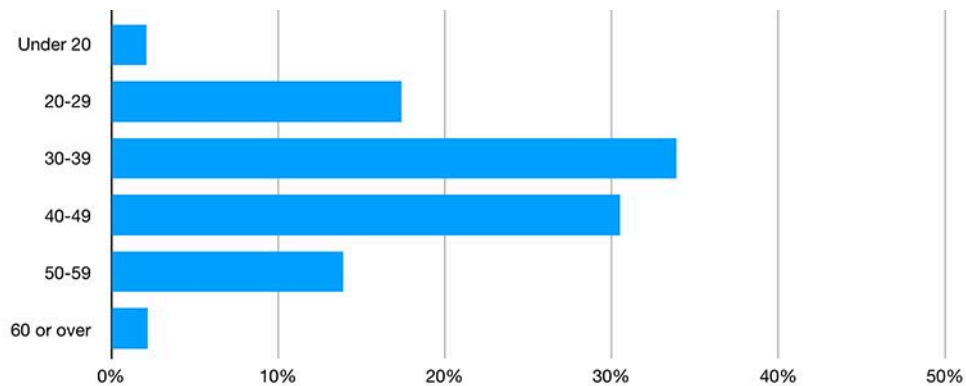
Figure 3 shows BLP 6 participants were in general highly educated, with 65.6% of pre-registrants (*n*=1896) holding or currently pursuing a graduate degree or higher, about 12% higher than in BLP 5. Eight percent of BLP 6 pre-registrants held no degree.

Figure 3. Respondents by education level (n=1896)
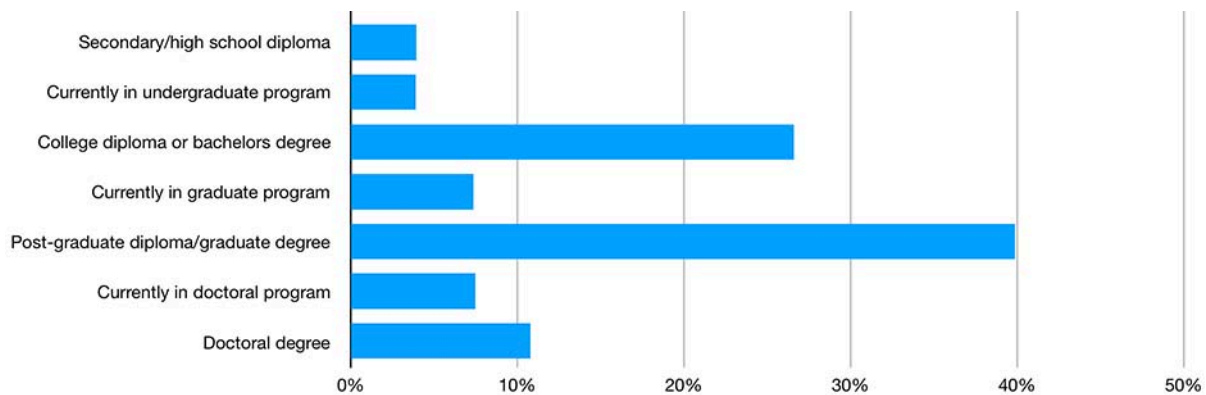
Pre-registrants (*n*=1896) were also asked to identify their professional affiliation and level, with 26.2% indicating K-12 education, 18.3% in post-secondary education, and 27.5% affiliated with government. Eighteen percent of BLP 6 pre-registrants indicated they were taking the MOOC as individuals (Figure 4).

Figure 4. Respondents by professional affiliation and level (n=1896)
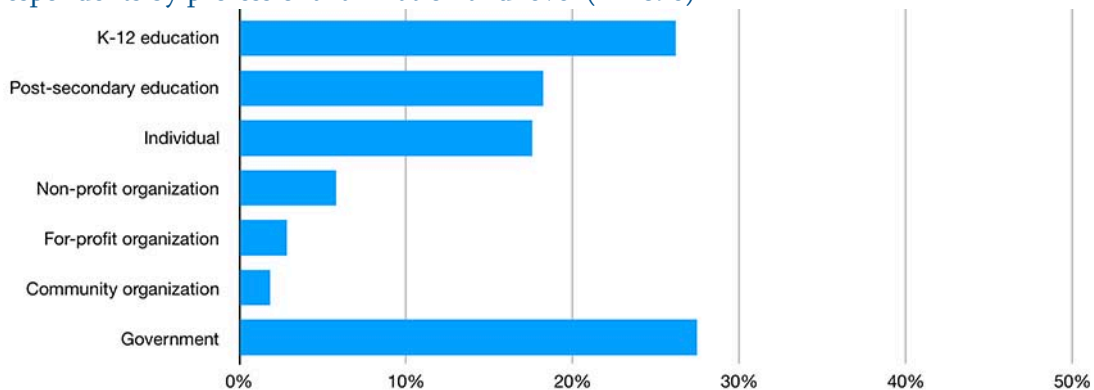
Video lectures and instructor presence

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 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,
- record and present in weekly facilitation team meetings the successes and challenges seen in participant activity, and
- provide grading and feedback on the final blended learning design plan assignments.

Discussion participation

Discussion was an important component of BLP. 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: 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 2311 discussion posts: 2279 in course activity and administrative forums and 32 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 1673 posts in the main module forums, 784 (46.9%) were in the teaching-focused forums, 531 (31.7%) in the design forums, and 358 (21.4%) in the leadership forums, reflecting the division of participants' professional roles indicated in the demographics section above and consistent with the discussion patterns seen in BLP 5.

Synchronous sessions

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

Several days 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 Adobe Connect 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, where participants were dispersed throughout the world and across a wide range of time zones.

Recordings of the three synchronous sessions are available:

15 Apr 2021 **Integrating technology into the classroom**
              Dr. Nathaniel Ostashewski
              100 participants + 182 recording views
              https://www.youtube.com/watch?v=Le6oe-OkOSg

22 Apr 2021 **Digital wellness for educators**
              Dr. Agnieszka Palalas
              49 participants + 90 recording views
              https://www.youtube.com/watch?v=yUQTtRnWa2U

29 Apr 2021 **Leadership and the BLP experience**
              Dr. Martha Cleveland-Innes
              34 participants + 44 recording views
              https://www.youtube.com/watch?v=JUAJdRI8AZI

Section 4. 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 6 showed about a 4.4% increase over BLP 5 in quiz participation (out of total registrations), and an average increase in scores of about 2.4%. Quiz 1 remains challenging, and the standard deviation shows a wide range in scores across participants (Table 2).

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

Quiz	Attempts (n)	Average score	Standard deviation
Week 1	392 (26.8%)	77%	2.50
Week 2	319 (21.8%)	85%	1.88
Week 3	302 (20.7%)	88%	1.47
Week 4	299 (20.5%)	88%	1.58

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 205 plans were submitted (an increase of about 4.3% over BLP 5 on a registration-adjusted basis), of which 195 (95.1%) were successful, a notable increase over BLP 5's success rate of 84%.

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 284 Certificates of Participation awarded, for a total certification rate of 19.5%. Of these, 193 participants (13.2% of registrants) were also awarded a Certificate of Completion. In line with the quiz completion rates and design plan submissions, both certification rates represent an increase of about 5% from the rates achieved in BLP 5.

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 5. 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=490) and end-of-course survey (n=142). 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 486 responses indicating a primary language, 312 (64.2%) reported English as a primary language; of the 174 who did not indicate English as a primary language, their primary languages were most frequently Filipino (20, 4.1% of all respondents), Hindi (19, 3.9%), Arabic (16, 3.3%), and Creole (13, 2.7%).

Most respondents self-reported that they were proficient or advanced in the use of software (403, 84.0%, n=480) and social media (351, 73.4%, n=478), but only a minority reported that level of skill with creating digital media (167, 35.3%, n=473). Two hundred and forty respondents (50.0%, n=480) had heard of the Community of Inquiry framework; of those, 56 indicated they knew it well but had not used it, while 59 use the framework in their teaching practice. Notably for the subject-matter of the course, about half of the respondents (244, 51.3%, n=476) 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 479 respondents who indicated a primary reason for taking the course, 222 (46.5%) took the course out of general interest in blended learning practice, 192 (40.1%) for professional development, 37 (7.7%) specifically to earn a certificate, and 16 (3.3%) out of general interest in MOOCs; another 12 (2.5%) selected "Other". A large majority of respondents (430, 90.0%, n=478) 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 (408, 85.0%, n=480).

Survey respondents (n=478) indicated that they learned of BLP through a wide range of sources, with the most frequent being through word-of-mouth: through social media (176, 36.8%), colleagues or the workplace (159, 33.3%), or through their school or a teacher (13, 2.7%). Several respondents learned of BLP through TEL MOOC (15, 3.1%), showing that informal referral and cross-marketing between the MOOCs continues to be a driver in BLP registration. Of more formal channels, the Commonwealth of Learning website (59, 12.3%) and email notifications (33, 6.9%) remain important sources. The top referrers for BLP are summarized in Table 3.

Table 3. Top referrers for BLP registrations (*n*=478)

Referrer	Respondents (n)	Respondents (%)
Social media	176	36.8%
Colleagues/workplace	159	33.3%
Commonwealth of Learning website	59	12.3%
Email notification	33	6.9%
TEL MOOC	15	3.1%
School/Teacher/Ministry of Education	13	2.7%
Athabasca University	7	1.5%
Commonwealth of Learning newsletter	5	1.0%
Family/friends	5	1.0%
Web search	2	0.4%
Other	4	0.8%

Summary of end-of-course survey results

The End-of-Course Survey was completed by 142 participants. Survey responses to questions regarding general satisfaction with BLP indicate that respondents were both happy with, and grateful for, this learning opportunity.

The survey results indicate a positive response to BLP, with 131 (94.9%, *n*=138) agreeing or strongly agreeing with the statement, "Overall, I was satisfied with BLP MOOC," and 129 (93.5%, *n*=138) 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 workload and pacing, as BLP is only four weeks as compared to TEL MOOC's five-week structure, but respondents indicated that they generally found the workload manageable.

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*=135) were asked how much instructor involvement they would like to have had; 67 (49.6%) indicated they would like to have had about the same level of involvement, 48 (35.6%) indicated they would like to have had somewhat or much more involvement, and 20 (14.8%) 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 4. Course satisfaction and content evaluation (*n*=142)

Survey question	Responses	Agree/Strongly agree (%)
Overall, I was satisfied with BLP MOOC.	138	131 (94.9%)
BLP MOOC met the learning objectives.	138	129 (93.5%)
The BLP MOOC experience will assist me in the use of educational technology for teaching and learning.	138	128 (92.8%)
The amount of time I spent on the course met my expectations.	137	122 (89.1%)
The workload was manageable.	136	124 (91.2%)
The pace of the course was comfortable for my learning.	138	124 (89.9%)
The course activities reinforced the course material.	138	128 (92.8%)
The course activities did a good job of triggering my thinking.	137	127 (92.7%)
The course activities did a good job of holding my interest.	138	129 (93.5%)
The course material was of good quality.	138	131 (94.9%)
Assignments were helpful to acquire knowledge and skills.	137	125 (91.2%)
The quizzes helped to test my knowledge.	137	128 (93.4%)
The course website was user-friendly.	138	123 (89.1%)

Table 5. Evaluation of instruction and the BLP MOOC learning community (*n*=142)

Survey question	Responses	Agree/Strongly agree (%)
I experienced direct instruction during BLP MOOC.	138	91 (65.9%)
My learning was supported through facilitation by the Inspirer.	137	90 (65.7%)
My learning was supported through facilitation by the roving instructors.	138	85 (61.6%)
My learning about BLP was supported through my discussions with other students.	138	90 (65.2%)
My learning about BLP was supported by reading other student posts.	138	108 (78.3%)
BLP MOOC discussions provided me with information about resources that I will be able to use in my own teaching.	138	114 (82.6%)
I felt like I was part of a community in the BLP MOOC.	138	106 (76.8%)

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.

As with previous offerings of the course, several survey respondents noted, with appreciation, the highly structured nature of the course design, highlighting various aspects intended to reduce participants' cognitive load or uncertainty, as well as the overall quality of the material.

The design team was able to organize the questions weekly. I felt that there was no workload. I like the fact about giving references on specific pages to read rather than reading the whole booklet again and again. Kudos design team.

The PDF guide was especially helpful.

I especially liked the scenarios used in the stem of the questions in the weekly quizzes. It made the questions so practical and made the content re-ignited in my mind as I tried to figure out the answers. I also noted transfer of learning as I made the connections. Thanks for providing this wonderful medium for growth and enlightenment for teachers.

A stimulating set of readings, discussions and information about blended learning practices, theories, and applications in the present-day globalized world scenario, where ICT and online teaching are of momentous importance.

However, there were two aspects of course design that several respondents felt could be improved or extended. The first of these referred to the technical challenges of adapting to the Canvas platform and the discussions format.

I would have preferred more time in the beginning with the facilitators, so that they could familiarise us newer students with navigating around the LMS

This was my first MOOC experience and it took me a while to navigate in such massive attendance. I did not have much time which made it difficult to follow other students. No problem on the course side, it really is a question of getting used to.

We learned about the 3 presences. I believe that it was really difficult to address social presence in a course this large. I know this is a MOOC, but the number of responses in the discussions made it overwhelming. I didn't get much out of the discussion threads at all and I didn't feel connected to the course in any kind of personal way.

I liked the discussions and participant contributions, however there were no clear "threads" of a particular contribution. Unless someone indicates it as a reply to a comment, it was not clear. I wish a particular thread is clearly identifiable/marked.

The second key request from several respondents was to provide more demonstrations, case studies, or worked examples of blended learning applied in practice. A number of respondents suggested that these be presented through video, which would allow them to see the demonstrations directly and/or in context. While additional material would add to the already challenging workload, two respondents suggested that some materials could be presented as downloadable resources.

First and foremost, I appreciated this course. It was new to me. However, one suggestion could be that, I felt like introduction videos were more or less what I read afterwards on the online introduction page. Maybe if the videos could rather be bringing in examples of how to apply principles in classes. Thanks!

If possible to provide more examples, activities, practical implementation of bended learning in the classroom

To provide sessions demonstrating the practical uses of online learning technologies to be able to create effected blended learning programmes.

Include some demonstrative videos of some of the instructional strategies; possible some real world examples or case studies.

More videos or discussion on topics with scenario rather than reading material.

More Lecture video should be available for download.

More online educational resources related to BLP for reference purposes.

Beyond these suggestions for revision of the course materials or design, several respondents used the open-ended questions as an opportunity to describe the impact they felt the course would have on their teaching. They highlighted the potential of the course to transform their understanding of blended learning practice.

Thanks for your guide... My students and I have even created their own gmail accounts and we r good to go with our discussions with google classroom

This course has surely opened my eyes. Recently, my university resolved to actively implement "blended learning" approach: this course was timely! It guided me on what to do (and I deduced not what to do!), a very interesting learning journey.

Generally, this was a very informative and knowledge-based course for me. I learned a great deal. Things I did not know and was not aware of became relevant to me. I will recommend this course to others.

It was a very enriching experience for me to be on that course. I now understand clearly what a BLP is since I was of the impression that blended learning was just adding technology to the way we teach.

BLP was not what I thought it was....grateful for the opportunity to learn more

This course is very interesting it has broadened my knowledge about blended learning and online learning in general. I have learnt some interesting tools and apps that is already useful in my teaching. I hope to start with blended learning soon and all the information and content of this course will be very useful.

This was a great course, and timely too. It was well structured and for the first time, I understand what blending learning is. I am glad I participated. Thanks to the BLP MOOC team.

Finally, several respondents also took the opportunity to express their gratitude to the course providers and instructional team, indicating that they found the course meaningful and the information valuable for their professional development.

First of all, I would like to express my special gratitude to the organizers of the course. It was very interesting, highly motivating, well-structured and developed, substantial, and effective.

good job! enjoyed the four weeks! every week eagerly awaited the module to be opened.

Very well executed and implemented. I've learned a lot from this short course. A very informative and wonderful experience. Thank you so much.

The BLP MOOC was of great help to me. I was able to acquire knowledge, skills, and attitude. I enjoyed the live sessions too. It gave me an opportunity to ask questions and get immediate feedback.

Keep doing what you are doing, the course was very informative and meaningful

The course was really excellent. I learnt a great deal of useful things for my professional development

Just keep up the hard work! I really appreciate your organization`s passion and dedication to modern thinking and approach with technology integration

Doing great. Keep coming with such programmes which provides access to all, no matter where and you are.

Section 6. Outcomes and Recommendations

As evidenced by the participant activity and survey findings, Blended Learning Practice and its underlying text, the *Guide to Blended Learning*, continues to be well-received by its participants in its sixth offering, particularly in terms of course content and design. BLP 6 marks the end to the current partnership agreement. The following section on recommendations is therefore reduced, using the feedback from participants to reflect on BLP's role within the professional development of educators across the Commonwealth and around the world, and to make suggestions for similar projects in the future. For more detailed recommendations, refer to the reports for BLP 1 through 5.

The six offerings of Blended Learning Practice, as well as five offerings of its sister course, Introduction to Technology-Enabled Learning, have been presented at an accelerated rate since March 2020, with the intention of providing support to teachers and programme administrators faced with remote teaching during the global pandemic. Earlier reports have described the strong benefits of this strategy, as reported by survey respondents and participants in the course discussion forums, including introducing them to critical online educational practices and helping them gain greater confidence in adapting their teaching to a new, remote format.

Although ongoing waves of the pandemic continue to move across the world, impacting many of the regions traditionally served by BLP and TEL MOOC, it appears from the survey responses and participant discussions that much of the pressure to adapt to remote teaching on short notice has abated somewhat. Many of the participants can now be expected to have had, through necessity, several months of some level of online teaching practice, as their institutions begin to establish structures and policies for various forms of ongoing blended delivery. Rather than the urgency and stress of adapting to online or blended teaching for the first time, as described in earlier reports, one of the most notable trends in the latest survey is respondents' descriptions of the course as transforming their understanding of what blended learning practice can be, "opening their eyes" to its potential beyond the approaches that may have been adopted as part of an emergency remote teaching strategy. This speaks to the value of Blended Learning Practice as not only providing critical access to immediately-implementable practices but also as a form of longer-term professional development. While there may not be as great a pressure to cycle through new offerings in such quick succession as has been done over the past year, the potential impact of the course on blended learning practices around the globe remains strong.

BLP 6's certification rate of 19.5%, with over two-thirds of certificate recipients choosing to pursue the more advanced Certificate of Completion, is an increase from that seen in BLP 5 and returns the certification rate to a more typical level for the course. Many of the submitted Blended Learning Design Plans, the main requirement for the Certificate of Completion, exceeded the outlined assignment expectations in both length and quality, showing careful reflection on the challenges and potentials of blended learning practice in the participants' specific learning contexts and demonstrating the time and effort that participants in BLP continue to invest in the course and their belief in its value for their ongoing professional development.

In both the post-course survey and the course forums, participants expressed a strong appreciation and gratitude for the learning opportunity provided by the Commonwealth of Learning and Athabasca University through BLP and recommended that such courses continue to be promoted widely across the

Commonwealth. "Word-of-mouth" recommendations by colleagues and through social media remains a strong source of participant registrations, suggesting that the course has established itself successfully as a valuable learning opportunity in local networks of teachers and educational professionals around the world. Over its six offerings, BLP has reached over 9,000 registrants, with over 2500 Certificates of Participation awarded, for an overall certification rate of 23.0%.

As noted above and in the previous section, several survey respondents highlighted, as one of the course's strengths, its ability to transform their notion of the nature of blended learning practice as going beyond merely adding technology to the classroom. Some of the key objectives of BLP and its underlying text, the *Guide to Blended Learning*, are to illustrate the range of possible blended learning designs and to demonstrate the importance of taking a principled approach to blended learning as a practice grounded in theory and research. From the survey responses across the offerings to date, BLP and the *Guidebook* appear to be very successful in this regard.

Beyond the principles of blended learning design, several respondents called for a greater number of practical examples, case studies, and demonstrations of blended learning practice in context. This has been an ongoing recommendation since the course's first offering in 2020. Illustrating how the principles of effective blended design can be implemented across wide ranges of educational levels, local practices, and educational and administrative cultures is a daunting challenge, yet is also one of the greatest potentials of BLP as a globally-oriented, open-access MOOC: through the discussion forums, the course participants themselves can become valuable resources for each other, describing their local contexts, sharing challenges, and proposing solutions. Earlier reports have discussed the obstacles and potential approaches to encourage this sort of sharing between participants, including highlighting the option to create their own forums around local concerns or contribute video-based demonstrations of how they have implemented blended learning into their own practice. Given that survey respondents typically rate the discussions more highly as resources than as opportunities for instructional support, it appears BLP has been successful in encouraging such sharing in the forums, but taking full advantage of the participants' own local knowledge to build up a rich collection of case studies and examples must be encouraged further in subsequent offerings of BLPMOOC.

At the same time, survey respondents across the six offerings have suggested other potential improvements to the course, including a greater use of authentic learning activities earlier in the course (beyond the current quiz activities), possibly with feedback, and more time to complete the final Blended Learning Design Plan assignment. In fact, the design plans are often taken farther by the participants than intended in the original course design and include rich descriptions of their teaching contexts and students, as well as creative and well-argued approaches for implementing blended learning. Earlier reports suggested the potential of selected plans as case studies in future offerings, whether adapted as part of the course material itself or collected in an archive like that developed for TEL MOOC.

Another approach may be to present small sections of the Blended Learning Design Plan template as authentic learning activities in the earlier modules, specifically, asking participants to write short descriptions of the teaching contexts, their available resources, and/or the implementation challenges that blended learning design might solve, and then to post their answers for feedback from other participants. Rather than merely encouraging participants to discuss their context, making it a more structured, authentic learning activity may lead to a richer, more diverse picture of contexts and creative solutions for participants to

browse, as well as giving participants a head start on the early sections of their design plan assignments and potentially boosting the number of participants who choose to complete one. For an illustration of this approach, refer to the description of the "learning portfolio" assignment in the (forthcoming) report for the COL's offering of Learning to Learn Online.

Despite the challenge of scheduling sessions for participants across the globe, the live sessions as optional synchronous learning opportunities have been consistently noted by survey respondents as a highlight of the course, and respondents typically ask that more sessions be included. As originally conceived, the sessions include a more formal, slide-based presentation (sometimes by a guest presenter), followed by chat-based questions and answers, and so involve a high level of preparation, coordination, and commitment of faculty time. However, respondents often indicate that what they are really seeking is a less formal opportunity for interaction, particularly early in the course. It may be possible to conduct simpler, less structured, and shorter sessions to discuss issues that may arise at various stages in the course. For example, although most respondents indicate that the Canvas platform is relatively easy to use, some participants still struggle to orient themselves and find their way through the first few activities; an optional and recorded orientation session may be a valuable addition to the course for those students, as well as an opportunity to build early social connections between participants and the instructional team. In some ways, this approach may be similar to the recent addition of "Ask the Inspirer" sessions in TEL MOOC.

Compared to TEL MOOC, which has from its outset striven to form rich, self-directed connectivist networks of learners and resources, BLP has followed a more structured and linear instructional approach, working sequentially through the chapters of the *Guide to Blended Learning*. Given that designing, developing, and implementing a full blended course or programme is a highly complex task with many interacting decision-points, this more structured and predictable approach for BLP has generally been noted as a strength of the course by survey respondents. The suggestions above and in earlier reports highlight the necessary balance between further structured activities, such as asking participants to present their teaching contexts or practices through authentic, pre-assignment written activities, and less-structured live sessions that may contribute to developing a stronger knowledge-building community of participants should be considered in future offerings of Blended Learning Practice or similar MOOCs.

Appendix A. BLP Information Page

<u>https://www.blpmooc.org/about</u>

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 and Program Director, Master of Education Program, Athabasca University. She is 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 and 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, e-Learning Education Specialist, 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-Innes is a Professor of Education Innovation and Program Director, Master of Education Program, at Athabasca University in Alberta, Canada. She has been teaching for over thirty five years in all areas of education, in-person, blended, and online. Martha has received awards for her work on the student experience in online environments and holds a major research grant through the Canadian Social Sciences and Humanities Research Council. Her awards include the Leadership Award, 2019, from the Canadian Network for Innovation in Education, the Craig Cunningham Memorial Award for Teaching Excellence in 2011, and the President's Award for Research and Scholarly Excellence from Athabasca University. She is currently Affiliated Professor at the KTH Royal Institute of Technology in Stockholm, Sweden. Her work is well published in academic journals in North America and Europe.

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 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 COL'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 and planning concerns, through the development and structuring of learning activities, and the evaluation of blended courses and programmes. Enhanced by video presentations, questions for reflection and discussion, 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

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Collaborations Program Administrator

COMMONWEALTH of LEARNING   Athabasca University

MOOC

Blended Learning Practice 6

4 April – 11 May 2021

LEARNING FOR SUSTAINABLE DEVELOPMENT

Blended Learning Practice (interior)

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

Participants will:

- 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

Who Should Participate?

This course has been designed to assist teachers in adopting blended learning strategies through a step-by-step constructivist and design-based approach. Throughout the course, you will have the opportunity to reflect on decisions to provide an authentic learning experience in your own context. The discussions and associated activities will review pedagogy, materials and the use of technology. Teachers in diverse contexts – primary and secondary education, post secondary education, vocational education, and workplace training – who plan to use online teaching alongside in-person teaching will benefit from this course. Anyone interested in improving teaching and learning will gain valuable knowledge by participating in this MOOC on *Blended Learning Practice*.

Schedule	4 April – 11 May 2021 (4 weeks)
Intended audience	K12, higher education, vocational education, and workplace training teachers and other education professionals from the Commonwealth and around the world
Language	English
Expected workload	5 hours per week (20 hours total)
Challenge level	Intermediate
Pre-requisites	None
Certification	Certificates of Participation and Completion available (at no charge)

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 outcome

Week 3 Technology and 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 outcome

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.

DEVELOPMENT • INNOVATION • ENGAGEMENT • TRANSFORMATION

Appendix C. Promotional Material, AU Website: blpmooc.org

Appendix D. Blended Learning Design Plan

Assignment: Blended learning design plan

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*=1896)

Country	Respondents (n)	Respondents (%)
India	334	17.6%
Trinidad and Tobago	228	12.0%
Philippines	137	7.2%
Egypt	102	5.4%
Bangladesh	98	5.2%
Pakistan	95	5.0%
Mauritius	82	4.3%
Jamaica	70	3.7%
Nigeria	59	3.1%
Kenya	55	2.9%
Grenada	51	2.7%
Papua New Guinea	47	2.5%
Sri Lanka	31	1.6%
Ghana	25	1.3%
Morocco	23	1.2%
Indonesia	22	1.2%
Lebanon	21	1.1%
Saint Lucia	21	1.1%
Canada	18	1.0%
Barbados	16	0.8%
Tunisia	16	0.8%
Myanmar	15	0.8%
Zambia	15	0.8%
Portugal	14	0.7%
Algeria	13	0.7%
St Vincent and the Grenadines	12	0.6%

Country	Respondents (n)	Respondents (%)
Namibia	11	0.6%
Saudi Arabia	10	0.5%
South Africa	10	0.5%
Botswana	9	0.5%
United Arab Emirates	9	0.5%
Cambodia	8	0.4%
Nepal	8	0.4%
Armenia	7	0.4%
Bhutan	7	0.4%
Ethiopia	7	0.4%
Guyana	7	0.4%
Malaysia	7	0.4%
Turkey	7	0.4%
Fiji	6	0.3%
Greece	6	0.3%
Antigua and Barbuda	5	0.3%
Lesotho	5	0.3%
Mozambique	5	0.3%
St Kitts and Nevis	5	0.3%
Zimbabwe	5	0.3%
Cameroon	4	0.2%
Eswatini	4	0.2%
Kuwait	4	0.2%
Liberia	4	0.2%
Mongolia	4	0.2%
Oman	4	0.2%
Tanzania	4	0.2%
United Kingdom	4	0.2%

Country	Respondents (n)	Respondents (%)
United States	4	0.2%
Aruba	3	0.2%
Georgia	3	0.2%
Madagascar	3	0.2%
Malawi	3	0.2%
Qatar	3	0.2%
Palestine	3	0.2%
Rwanda	3	0.2%
Uganda	3	0.2%
Vanuatu	3	0.2%
Vietnam	3	0.2%

Two respondents (representing 0.1%) was recorded from each of the following countries:

Bahamas	Dominica	Libya	Sierra Leone
Belgium	Gambia	Maldives	Somalia
Belize	Iraq	Mexico	Thailand
Burkina Faso	Italy	Samoa	Turks and Caicos
Chad	Jordan	Senegal	Islands

One respondent (representing 0.05%) was recorded from each of the following countries:

Afghanistan	New Zealand	Cabo Verde	Romania
Angola	Niger	Congo	Russia
Azerbaijan	Solomon Islands	Eritrea	Seychelles
Denmark	South Korea	Honduras	Sweden
Djibouti	Spain	Israel	Togo
Ecuador	Brazil	Kyrgyzstan	Tonga
Mauritania	Brunei	Poland	Ukraine

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: Apr 4, 2021 at 12:00 am

Week 2 module is now open
The week 2 module, Designing Blended Learning, is now open. In this…
Posted on: Apr 11, 2021 at 12:15 am

Reminder: Live session 1 begins soon
Our first live session for Blended Learning Practice begins soon! Join us today...
Posted on: Apr 15, 2021 at 5:00 am

Week 3 module is now open
The Week 3 module, Technology and Blended Leaning, is now open. In this third week….
Posted on: Apr 18, 2021 at 12:00 am

Reminder: Live session 2 begins soon
Our second live session for Blended Learning Practice begins soon! Join us…
Posted on: Apr 22, 2021 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: Apr 25, 2021 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: Apr 27, 2021 at 1:00 pm

Reminder: Live session 3 begins soon
Our third and final live session for Blended Learning Practice begins soon! Join us…
Posted on: Apr 29, 2021 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: May 8, 2021 12:15 pm

Appendix G. Survey Letter of Consent

Athabasca University

COMMONWEALTH of LEARNING
Learning for Sustainable Development

4 April 2021

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 martic@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 rebsec@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.
- BLPMOOC 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.