

## Report of the Massive Open Online Course

**Blended Learning Practice (BLP) MOOC**

First offering: 1 - 28 March 2020

Commonwealth of Learning  
Athabasca University

## Credits

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

**Dr. Martha Cleveland-Innes**, Course Instructor and Professor, Athabasca University

**Daniel Wilton**, Course Inspirer, Athabasca University

**Dr. Sanjaya Mishra**, e-Learning Education Specialist, Commonwealth of Learning

**Carmen Jensen-Tebb**, Project Manager, Athabasca University

**Dr. Nathaniel Ostashewski**, Researcher and Associate Professor, Athabasca University

This report on the first offering of the BLP MOOC 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 developed by Athabasca University in partnership with the Commonwealth of Learning, was offered for the first time from 1 - 28 March 2020. 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.

The content of the course is based on *A Guide to Blended Learning*, an open resource published by the COL, which is provided to participants as a downloadable textbook. 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 open educational resources, and implementation and evaluation frameworks.

There were 2068 student registrants in BLP. Based on a pre-course survey with 1031 respondents, the active participants were drawn from 64 countries worldwide, including Malaysia (with 14.4% of respondents), India (12.9%), Canada (11.9%), and Greece (8.3%). Respondents represented all levels of educational practice, from early education to university, as well as government and other organizations.

In BLP, 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 461 Certificates of Participation awarded, for a total certification rate of 22.3%. Of these, 365 participants (17.6% of registrants) were also awarded a Certificate of Completion.

BLP was well-received by participants in its first offering, although there are several outcomes that may now be used to guide its further development and the development of future MOOCs. Respondents to an end-of-course survey (167) expressed a high level of satisfaction with the course, with 94.8% agreeing or strongly agreeing to a statement of overall satisfaction; as evidenced by the end-of-course survey, the course material is timely and relevant to learners' needs in highly diverse contexts. There was, however, several calls for the greater use of examples and case studies to illustrate the effective use of blended learning, which would further enhance the course content and its applied focus.

Synchronous or "live" sessions continue to be highly popular; to many participants, they seem to be an integral part of the course, despite limitations in scheduling and bandwidth. Similarly, survey respondents report a strong sense of community in the course (91.6%), despite the sometimes overwhelming volume of discussion posts. Further streamlining and structuring of groups and discussions would be possible to build further upon the participants' strong sense of community.

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

## 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 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 the Commonwealth of Learning:

**Dr. Sanjaya Mishra**, Education Specialist, eLearning

From Athabasca University:

**Dr. Martha Cleveland-Innes**, Course Instructor and Professor, Athabasca University

**Daniel Wilton**, Course Inspirer, Athabasca University

**Carmen Jensen-Tebb**, Project Manager, Athabasca University

**Dr. Nathaniel Ostashewski**, Researcher and Associate Professor, Athabasca University

### 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.

### Technology

BLP was the first course offered by the AU-COL partnership through the Instructure Canvas platform, an open source learning management system for small- to medium-sized MOOCs. Specifically, the team elected to use Instructure's Free for Teacher network, a self-managed option that would not only provide an infrastructure for the course itself but also introduce participants to this open and free option for offering their own blended or online courses.

The key design parameters for BLP 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 approximately equal emphasis on teaching, design, and leadership practice, and

- an emphasis on practical, context-sensitive, and authentic application through a final BLP design plan activity as a final assessment.

## Marketing

The target learners for BLP were teachers in developing countries. COL carried out the majority of 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 most recent brochure in Appendix B.

BLP was also advertised on the AU website (see Appendix C). An advertisement and brief write-up was also submitted to OpenupEd (<http://openuped.eu>), a European MOOC provider and promoter, with whom AU is affiliated.

Finding suitable marketing channels will remain an important marketing strategy in the future.

## Section II. Delivery of BLP

There were 2068 student registrants for the first offering of BLP. Of these, approximately 56% logged into the course at least once, logging an average of 5.8 hours each in the learning management system.

The following demographic information is based on the pre-course Welcome survey, conducted through SurveyMonkey and completed by 1031 participants (a response rate of 49.9% of total registrants but an estimated 89% of those who logged into the course).

### Distribution by region and country

Pre-course survey respondents were asked to identify both their geographic region and country; Table 1 lists all regions, while Table 2 lists the most frequently indicated countries; the full list of respondents by country is included as Appendix E. There were 64 countries indicated by respondents in all, with a broad representation across geographical regions.

Table 1. Survey respondents by geographical region (n=966)

Country	Respondents (n)	Respondents (%)
Asia, South Asia, and the Indian subcontinent	293	30.3%
Caribbean/Central America	225	23.3%
Africa	154	15.9%
North America	126	13.0%
Europe/UK	91	9.4%
Oceania	63	6.5%
South America	8	0.8%
Middle East	6	0.6%

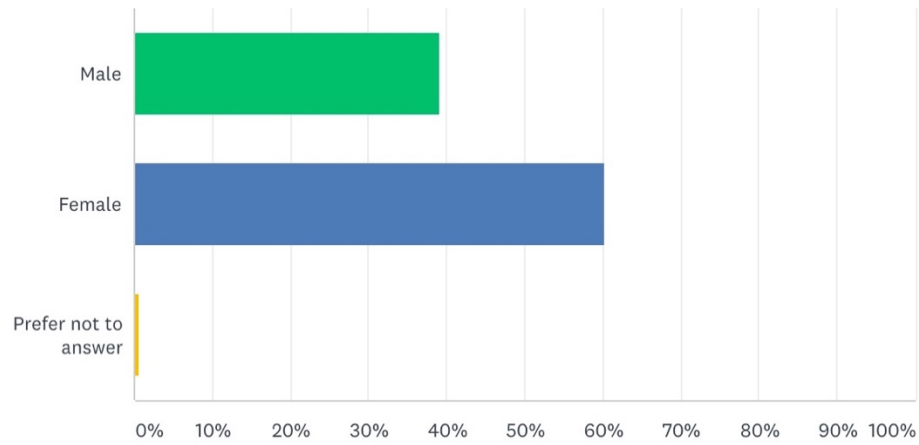
Table 2. Most-frequent survey respondents by country (n=967)

Country	Respondents (n)	Respondents (%)
Malaysia	139	14.4%
India	125	12.9%
Canada	115	11.9%
Greece	80	8.3%
Saint Vincent and the Grenadines	66	6.8%
South Africa	43	4.5%
Jamaica	38	3.9%
Belize	33	3.4%
Dominica	31	3.2%
Fiji	26	2.7%

### Personal characteristics and teaching experience

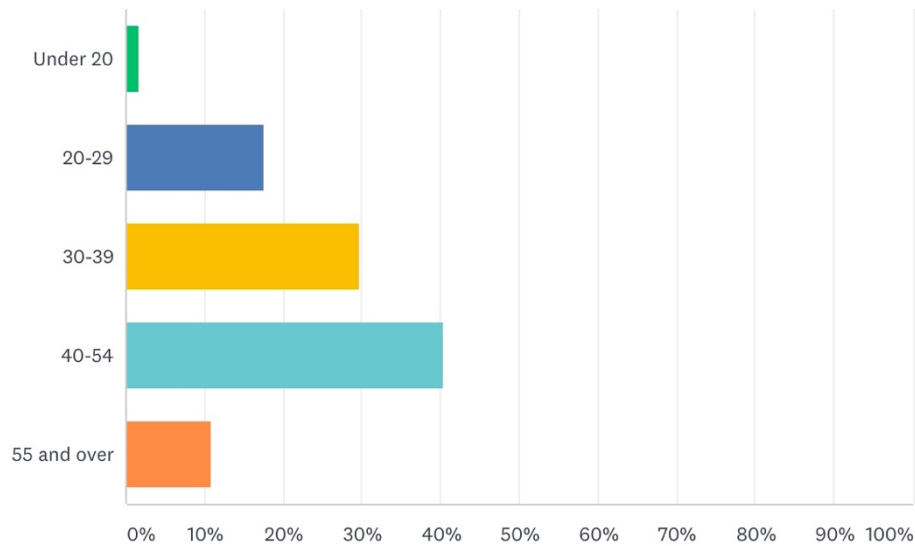
60.3% of respondents (n=980) were female and 39.1% were male, with 0.6% selecting "Prefer not to answer".

Figure 1. Respondents by gender.



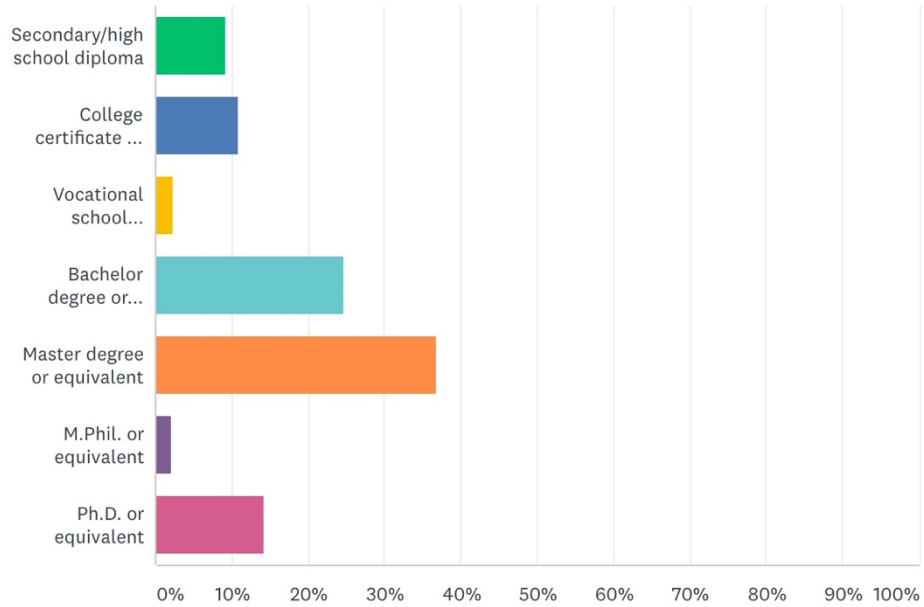
The ages of respondents (n=983) were broadly distributed, with approximately an equal number of participants below (48.9%) and above age 40 (51.1%).

Figure 2. Respondents by age.



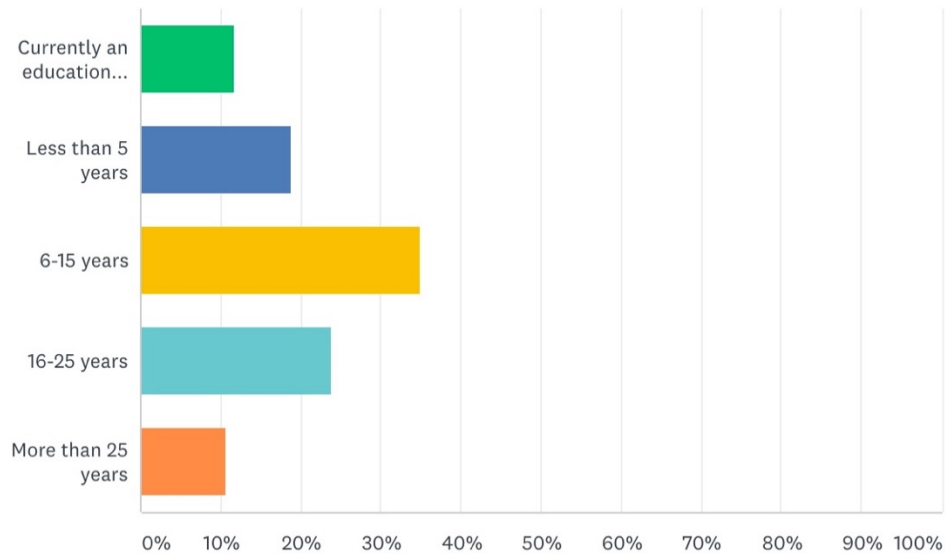
BLP participants were in general highly educated, with approximately 53% of respondents (n=983) holding a Master's degree or higher, with 19.3% holding no degree.

Figure 3. Respondents by education level.



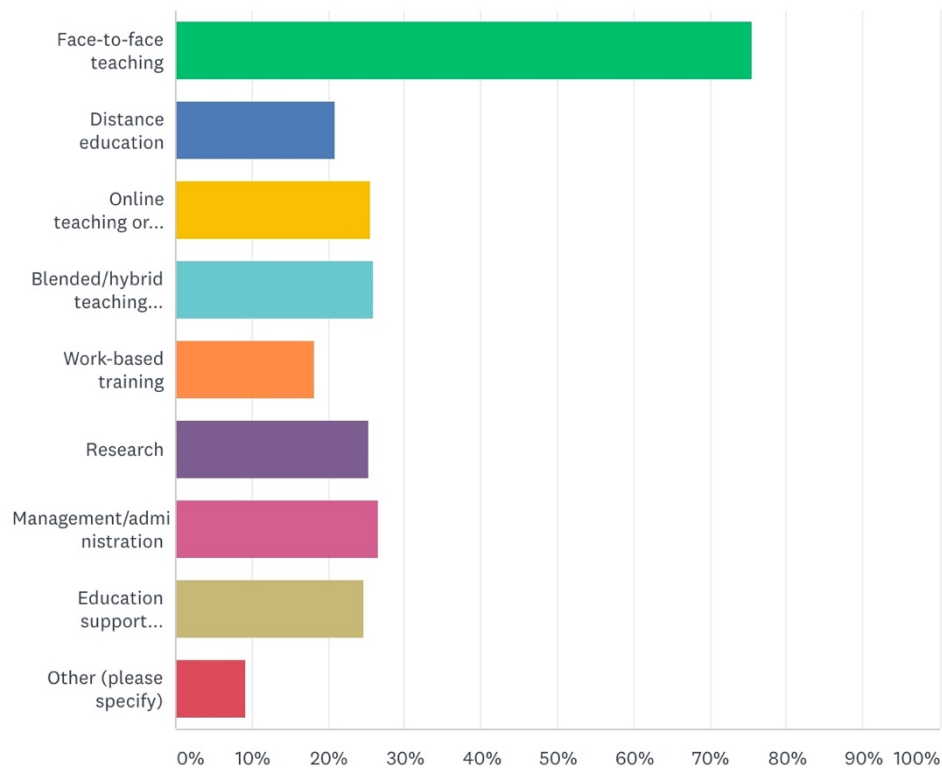
Respondents (n=945) indicated a wide range of teaching experience, from 11.6% currently a student of education to 10.6% with more than 25 years of experience. Of respondents with some teaching experience, a very approximate mean level of experience would be 14 years.

Figure 4. Respondents by teaching experience.



Finally, respondents (n=933) were asked the nature of their current teaching or other professional role, with the option of selecting multiple roles. A large majority of respondents (75.6%) indicated some degree of face-to-face teaching, with 26.1% already practicing some form of blended or hybrid teaching. 26.5% indicated a management or administrative role, while 24.7% indicated educational support services. This division of roles corresponds roughly to the division of BLP module discussions into teaching, design, and leadership forums.

*Figure 5. Respondents by teaching and professional roles (with multiple selections allowed).*



### Video lectures and instructor presence

The accompanying videos from *A Guide to Blended Learning Practice*, with presentations by Dr Martha Cleveland-Innes and Dr 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 second 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 facilitation team through weekly meetings to ensure cohesive messaging and support,
- providing grading and feedback on the final BLP 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

Four 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) questions from participants in the lesson activity and general forums,
- facilitate the 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.

### 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.

Unlike in previous AU-COL MOOCs offered through mookIT, the vast majority of discussion participation 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. Although participants had the option of creating their own forums, only 12 participant-generated forums were created during the course.

In total, there were 3375 discussion posts: 3192 in pre-established forums and 183 in 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 2058 posts in the main module forums, 1039 (50.5%) were in the teaching-focused forums, 579 (28.1%) in the design forums, and 440 (21.4%) in the leadership forums, reflecting the division of participants' professional roles indicated in the demographics section above.

## Synchronous sessions

Adobe Connect was used for two 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 session, with a link to the presentation room posted in the course shortly before the session itself.

The sessions were recorded for those unable to join the sessions live and to support further discussion; links to these recordings and 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; see the top section of Appendix K. Recordings were especially useful in the case of BLP, where participants were dispersed throughout the world and across a wide range of time zones.

Dr Martha Cleveland-Innes held the first one-hour web conference on 11 March 2020. She presented on *The art of teaching in a blended community of inquiry: The blended teacher as a bricoleur*, discussing the Community of Inquiry framework, and providing context, ideas, and key principles for using available tools to blend in-person and virtual learning opportunities. The latter half of the session was reserved for questions and discussions. Approximately 80 participants joined the session live or viewed the recording shortly after.

The second 60-minute session was led by Dr Nathaniel Ostashevski on 19 March 2020, who conducted an interactive presentation called *Integrating Technology into the Classroom: What, When and Why?* Approximately 70 participants joined this session live or viewed the recording shortly after.

Recordings of the synchronous sessions are available:

**Presentation 1:** Dr Martha Cleveland Innes  
<https://athabascau.adobeconnect.com/p474phuofp3h/>

**Presentation 2:** Dr Nathaniel Ostashevski  
<https://athabascau.adobeconnect.com/pbroqk6gtz8z/>

## Section III. 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.

The average quiz scores were as follows: Quiz 1: 77%, Quiz 2: 86%, Quiz 3: 87%, Quiz 4: 87%.

### Blended learning practice design

Creation of a blended learning practice design plan was the final assignment in BLP and a requirement for the Certificate of Completion. A total of 371 plans were submitted, of which 365 (98.4%) were successful.

### Certificates

Unlike previous MOOCs offered by AU-COL through the mookIT platform, all BLP 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 461 Certificates of Participation awarded, for a total certification rate of 22.3%. Of these, 365 participants (17.6% of registrants) were also awarded a Certificate of Completion.

As the Canvas platform does not offer certification, a separate certificate system was developed by Athabasca University, allowing participants to 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.

An additional note was included on Certificates of Completion indicating that they represent 20 hours of professional learning engagement, which can also be verified, by name, through the certificates' verification links.

## Section IV. Survey Findings

Basic demographics and professional roles of respondents to the BLP 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 ( $n=1031$ ) and end-of-course survey ( $n=167$ ). 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 979 responses indicating a primary language, 634 (64.8%) reported English as a primary language; of the 345 who did not indicate English as a primary language, their primary languages were Greek (79, 8.1% of all respondents), Malay (51, 5.2%), Marathi (26, 2.7%), and Hindi (21, 2.1%).

The majority of respondents self-reported that they were proficient or advanced in the use of software (796, 84.0%,  $n=948$ ) and social media (673, 71.3%,  $n=944$ ), but only a minority reported that level of skill with creating digital media (357, 38.1%,  $n=938$ ). 481 respondents (50.1%,  $n=944$ ) had heard of the Community of Inquiry framework; of those, 254 indicated they knew it well but had not used it, while 86 use the framework in their teaching practice. Notably for the subject-matter of the course, about half of the respondents (478, 50.7%,  $n=942$ ) reported they felt proficient or advanced in teaching or supporting learners through technology at the outset of the course.

Of the 944 respondents who indicated a primary reason for taking the course, 374 (39.6%) took the course out of general interest in blended learning practice, 361 (38.2%) for professional development, 104 (11.0%) specifically to earn a certificate, and 53 (5.6%) out of general interest in MOOCs. A large majority of respondents (844, 88.9%,  $n=949$ ) intended to complete all activities and earn a certificate of completion.

Survey respondents ( $n=944$ ) indicated that they learned of BLP through a wide range of sources, with the most frequent being colleagues or the workplace (382, 40.5%), email notifications (151, 16.0%), social media (84, 8.9%), and the Commonwealth of Learning website (74, 7.8%). The top referrers for BLP are summarized in Table 3.

Table 3. Top referrers for BLP registrations

Referrer	Number (%)
Colleagues/workplace	382 (40.5%)
Email notification	151 (16.0%)
Social media	84 (8.9%)
Commonwealth of Learning website	74 (7.8%)
Athabasca University	43 (4.6%)
TEL MOOC	23 (2.4%)
Commonwealth of Learning newsletter	19 (2.0%)
Course brochure	15 (1.6%)
Other	153 (16.2%)

### Summary of end-of-course survey results

The End-of-Course Survey was completed by 167 participants. Survey responses to questions regarding general satisfaction with BLP indicate that respondents were both very happy with, and grateful for, this learning opportunity.

The survey results indicate a very positive response to BLP, with 147 (94.8%,  $n=155$ ) agreeing or strongly agreeing with the statement, “Overall, I was satisfied with BLP MOOC,” and 149 (95.5%,  $n=156$ ) 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 results are consistently strong, with the highest rankings for overall satisfaction, quality, and applicability; one concern of the course may be its pacing, as BLP is only four weeks as compared to TEL MOOC's five-week structure, but respondents indicated that they found the workload manageable.

Table 4. Course satisfaction and content evaluation

Survey question	Responses	Agree or strongly agree (%)
Overall, I was satisfied with BLP MOOC.	155	147 (94.8%)
BLP MOOC met the learning objectives.	156	149 (95.5%)
The BLP MOOC experience will assist me in the use of educational technology for teaching and learning.	154	145 (94.2%)
The amount of time I spent on the course met my expectations.	156	142 (91.0%)
The workload was manageable.	155	143 (92.3%)
The pace of the course was comfortable for my learning.	155	137 (88.4%)
The course activities reinforced the course material.	156	146 (93.6%)
The course activities did a good job of triggering my thinking.	155	143 (92.3%)
The course activities did a good job of holding my interest.	153	141 (92.2%)
The course material was of good quality.	154	144 (93.5%)
Assignments were helpful to acquire knowledge and skills.	155	145 (93.5%)
The quizzes helped to test my knowledge.	155	143 (92.3%)
The course website was user-friendly.	154	141 (91.6%)

Survey responses about the instruction and community aspects of the course were more mixed, as shown in Table 5. Of the three layers of instruction, it appears that participants responded slightly more positively to the Inspirer role, a rich and multidimensional role that combines instruction, direct student support, assessment, and a more personal presentation through weekly videos that respond directly to activity in the course. In a separate question, respondents were asked how much instructor involvement they would like to have had; 61 (39.6%) indicated they would like to have had somewhat or much more involvement, 76 (49.4%) about the same level of involvement, and just 17 (11.0%) preferring less or no involvement.

While the respondents may have been more ambivalent about the benefit of other students and their posts in supporting their learning, they responded positively about the practical benefits of the discussions, seeing them as a useful resource. Similarly, although they may have had more mixed

responses for any particular role within the community, they nevertheless felt a strong connection to that community, with 91.6% agreeing or strongly agreeing to the statement, “I felt like I was a part of a community in the BLP MOOC.” This might suggest some uncertainty about the individual roles played by the Inspirer versus the facilitators, for example, but nevertheless an appreciation of the whole.

Table 5. Evaluation of instruction and the BLP MOOC learning community

Survey question	Responses	Agree or strongly agree (%)
I experienced direct instruction during BLP MOOC.	154	101 (65.6%)
My learning was supported through facilitation by the Inspirer.	154	111 (72.1%)
My learning was supported through facilitation by the roving instructors.	150	96 (64.0%)
My learning about BLP was supported through my discussions with other students.	155	90 (58.1%)
My learning about BLP was supported by reading other student posts.	155	108 (69.7%)
BLP MOOC discussions provided me with information about resources that I will be able to use in my own teaching.	155	126 (81.3%)
I felt like I was part of a community in the BLP MOOC.	154	141 (91.6%)

The end-of-course survey also allowed for open-ended suggestions and feedback. Many respondents commented on the volume of posts and suggested breaking the group down by teaching level or geography for more manageable, higher-quality discussion with other participants, which may partially explain the lower rating for discussions in Table 5.

You were dealing with an overwhelming number of people. I don't think that you could have done a better job even if I would have liked see more instructor/facilitator involvement. The ratio of facilitator to student looks ridiculous!

More structured discussion forums - may be make plans to facilitate students who experience similar problems in similar geographical areas to make physical contact with one another.

A number of respondents called for greater use of examples, case studies, and exemplars to illustrate the principles of blended learning practice.

It would be better if more examples could be discussed in the module. The handbook was very helpful resource, however the module could have been elaborated with more explanations and examples especially related to the topic integration of technology such as social media in teaching-learning process....  
May be a case study can be included.

This is a great programme. I suggest you have some case studies integrated in the resources.

To see an actual sample of a blended design even though every design is different.

Several participants commented on the timing of the course, which spanned the introduction of lockdowns over the COVID-19 pandemic, both in terms of its timeliness and the additional challenges of working on a course during this time.

It was wonderful and very useful course. I really enjoyed it. I feel, In this lock down time I spend my time to very valuable learning activity....

Relevant content at the most relevant time.

My own personal availability was a problem given the context of my employment workload and the COVID 19 concerns/needs at my institution. But the course was well put together and delivered.

I believe the time allocated for the course was adequate and enough but unfortunately I was extra busy during the entire duration of the training which made me unable to actively participate in all the forums. Excellent work by the facilitators in guiding us through the course which enabled me complete despite my busy schedule.

Despite these specific challenges and suggestions, the open-ended feedback as provided by respondents in the end-of-course survey was positive and emphasized the need for BLP and additional courses like it.

Overall, I thoroughly enjoyed my time in the BLP MOOC. There was a lot I got to learn. The learning materials were easy to understand & nicely explained. I also appreciate how you designed the end of course assignment because I got the opportunity to put into practice whatever I learnt in these 4 weeks. Thank you for your time, efforts & sharing your experience.

Thank you for such a support system as I [was] eager and curious to continue through this program. Each week I was motivated more to push through. This program was very insightful, educational and innovative. I have ready began implementing aspects of blended learning with my students. I look forward to your next course.

Thank you so much! I learned a lot. I will be implementing the work I did in the assignment. It is something I have been thinking I should do and this course gave me the concepts and information and framework to plan accordingly. Thank you again!

Generally, I thank you for this practice and I ensure you to be your good ambassador in Africa. Especially in East Africa our region.

My experience in this Course was so positive. I am looking forward to joining the next Course on offer by Commonwealth of Learning and University of Athabasca. I feel empowered, informed and ready to share with my colleagues. It was worth my time.

## Section V. Outcomes and Recommendations

Blended Learning Practice was well-received by its participants in its first offering, as evidenced by the highly positive results in the end-of-course survey, particularly in terms of course content and design. Its certification rate of 22.3% was strong, with most recipients choosing to pursue the more advanced Certificate of Completion, despite the launch of the course during the introduction of lockdowns due to the global pandemic, which many of the participants identified as placing considerable personal and professional demands on their time and mental energy. Several participants indicated in the survey that they have already begun to incorporate the knowledge gained in the course into their teaching or educational leadership practice, seeing themselves as advocates or “ambassadors” of this important and potentially transformative approach to teaching and learning.

### Course content

The summary evaluation statistics in the end-of-course survey indicate that the course content is both timely and highly relevant in developing, implementing, and promoting principled blended learning practice. With each weekly module structured around readings and videos from the open resource, *A Guide to Blended Learning Practice*, the survey respondents found the material to be of good quality, well designed, and successful in triggering their thinking and holding their interest. The combination of an openly published text - in this case, the Guidebook - and the structured and networked learning opportunities provided by a MOOC may prove to be a particularly effective model for future courses or the enhancement of existing MOOCs.

**Challenges and opportunities.** The course and Guidebook focus on broadly-applicable frameworks, guidelines, and models for blended learning practice, with the expectation that participants would bring their own context and constraints to the course for discussion of more specific and localized implementation. The nature of this discussion as it actually occurred will be examined below; however, this more universal approach of theories, models, and frameworks in the course content left many participants seeking more direct examples, case studies, and exemplars. The inclusion of examples and case studies of successful blended learning practice - through links, sidebar content, videos, or even guest synchronous sessions - would enhance the course considerably, though at the risk of potentially adding to the participant workload. For future offerings of Blended Learning

Practice and/or the development of a more advanced version of the course, greater effort should be made to locate examples and case studies that reflect a diversity of subjects, levels, and global contexts.

A number of participants also called for exemplars for the final Design Plan assignment, although some acknowledged the difficulty in providing “standards” for an assignment that emphasizes the importance of adapting designs to contexts, local constraints, and specific learner needs. On the contrary, many participants appreciated the opportunity to develop plans that were highly specific to their local needs and therefore immediately applicable. While it may not be practicable to develop a single exemplar for the assignment that reflects this potential diversity of solutions, specific examples to illustrate each section of the plan would provide the participants with more guidance and align the instructions more closely to the provided template.

As with TEL MOOC, grading the hundreds of assignments received continues to be a challenge. Providing more specific guidelines on the assignment length, for example, may allow for greater streamlining without much reduction in quality. One survey respondent suggested submitting smaller parts of the assignment with each module; this would provide greater opportunities for formative feedback, although the potential delays in returning hundreds of partial assignments may nullify much of that benefit.

### Synchronous sessions

The live or synchronous sessions were intended and presented as supplemental or enrichment activities. They proved, however, to be highly popular, with several participants seeing them as integral components of the course or noting their role in making the course itself a better example of “blending” both synchronous and asynchronous learning.

**Challenges and opportunities.** Because the live sessions were not seen as part of the course content, they were not scheduled in advance and were announced with relatively short notice. Time zones continue to be an issue with such a widely distributed, international audience, and bandwidth issues seemed noticeably worse during this offering of BLP, potentially due to greater demands on global bandwidth due to the pandemic.

While preparing a calendar of live sessions before the course opens might not directly solve the time zone concerns, it would provide participants with more notice and perhaps the opportunity to plan their own schedules accordingly. The platform used for both the live sessions and their recordings, Adobe Connect, can be bandwidth-intensive; we should continue to monitor its reliability, and should consider re-formatting the recordings into a less-intensive format such as YouTube videos, even if it means delaying their posting in the course by several hours.

As mentioned above, live sessions also provide the opportunity to present case studies of effective blended learning implementation; it may be worth seeking out guest speakers for this (even, at some point in the future, former BLP participants who have implemented elements from their own design plans).

## Instruction, facilitation, and the learning community

The three-tiered instructional format of instructor, inspirer, and facilitation team continues to work well for the AU-COL courses and allows for a reasonable distribution of labour between the team members as well as overall visibility of activity across the course. The structure of class-wide teaching forums followed by optional design or leadership forums seemed to allow participants to focus their interests, and the balance created between these forums suggests that the division into these three themes is appropriate for the needs and professional roles of the participants.

**Challenges and opportunities.** As shown in the end-of-course survey, a strong majority of respondents (91.6%) felt they were part of a community in BLP but had more difficulty defining the benefit of any particular role within that community, whether it was the instructor, inspirer, facilitators, or their fellow participants. They tended to see others' posts primarily as resources rather than as opportunities for deeper, more constructive discussion. While the Canvas platform allows for threaded discussions, most posts remained as isolated notes. Many of the respondents to the end-of-course survey felt that the volume of forum posts was overwhelming and asked for smaller groups based on their teaching level, geographical location, or other sets of factors, even beyond the division into design and leadership themes.

It has been anticipated that the participants themselves would create these more focused forums, as they had done in previous, mooKIT-based courses; while the Canvas platform allows participants to generate their own forums, very few did so - perhaps for the simple reason that participant-generated forums are at the bottom of the discussions list in Canvas, rather than the default view as in mooKIT. It may therefore be appropriate to seed several more focused forums based on teaching level or geography before the course begins and to place greater emphasis on creating their own forums as they see fit; while this would draw some attention away from the main module forums, if the volume of posts remains high, this reduction of posts in the main forums may make them seem more manageable rather than necessarily a loss. It may also be possible to enhance the Welcome forum to become a sort of portal into these more focused sub-communities, though at the risk of adding even greater navigational complexity at the outset of the course.

# Appendix A

## BLP information and log in page

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

## Course description

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.

## Course contents

### *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

### Target audience

Blended Learning Practice is designed for teachers and educational professionals in diverse contexts – secondary education, post-secondary education, and vocational education. You will benefit from this course if you are teaching face-to-face or in a distance/online environment. Anyone interested in improving teaching and learning would enjoy participating in this MOOC.

## Outcomes of this course

Participants will:

- Meet online with teachers all over the world who are also learning about technology-enabled learning
- Be supported by instructors who understand technology-enabled teaching and learning
- Explore easy-to-use technologies for classroom and online teaching
- Evaluate best fit technologies for teaching/learning contexts
- Experience a fun and collaborative learning environment via the Internet
- Receive a certificate on completion of required activities

## Certificates

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% on all quizzes, participation in at least 3 discussion forums and the creation and sharing of a technology-enabled object

## Start date

Sunday, 1 March 2020

Duration

4 Weeks

## Other information

Workload: 3 to 5 hours per week

Level: Intermediate

Language: English

Prerequisites: None

## Instructors

Dr. M. Cleveland-Innes

*Professor of Educational Innovation at Athabasca University, Canada*

Dan Wilton

*Course Inspirer, Athabasca University, Canada*

# Appendix B

## BLPMOOC brochure

### Introduction to 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 21<sup>st</sup> 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/11599/1095>

**Pre-register today**

For further information and pre-registration, go to:  
<https://www.blpmooc.org>  
email: [info@blpmooc.org](mailto:info@blpmooc.org)

**Commonwealth of Learning**  
4710 Kingsway, Suite 2500  
Burnaby, BC V5H 4M2 CANADA  
Tel: +1 604 775 8200 Fax: +1 604 775 8210  
<https://www.col.org> or email [info@col.org](mailto:info@col.org)  
Dr Sanjaya Mishra, Education Specialist, e-Learning

**Athabasca University**  
1 University Drive  
Athabasca, AB T9S 3A3 CANADA  
Tel: 1 (800) 788-9041 [ext. 6179] (toll free for Canada/US)  
Carmen Jensen-Tebb, Project Manager,  
Collaborations Program Administrator



**Blended Learning Practice**

1 March - 28 March 2020

COMMONWEALTH of LEARNING Athabasca University

Printed on recycled paper | Aug 2019

LEARNING FOR SUSTAINABLE DEVELOPMENT

# Introduction to 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	1 March to 28 March 2020 (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.

# Appendix C

Promotional material, Athabasca University website: [blpmooc.org](http://blpmooc.org)



The banner features a circular logo with two overlapping circles and the text "BLENDED LEARNING PRACTICE" on the left. On the right, a photograph shows two women in white headscarves sitting at a desk, looking at a laptop screen.

HOME ABOUT THE MOOC BL GUIDEBOOK ENROL

## BLENDED LEARNING PRACTICE

*A MOOC from the Commonwealth of Learning in partnership with Athabasca University. The next offering of BLP will begin in July; registration opens soon.*

### A MOOC FOR BLENDED LEARNING PRACTICE

Our second offering of Blended Learning Practice ends 23 May. Our third offering of BLP is currently scheduled to run from 12 July to 8 August 2020; registration for this offering will open soon.

The intermediate-level **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. This **free, 4-week course** provided by the **Commonwealth of Learning** in partnership with **Athabasca University** is open to teachers and other educational professionals considering implementing blended learning practice into their own classrooms or programs.

#### ENROLMENT FOR BLP3 OPENS SOON

Click below for a full set of instructions and link to enrol in the Blended Learning Practice MOOC when registration for BLP3 begins.

[HOW TO ENROL](#)

#### BLP AT A GLANCE

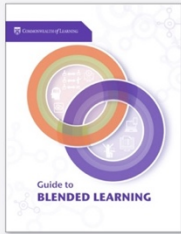
<i>Schedule</i>	19 April to 16 May 2020 (4 weeks) <i>Next offering:</i> 12 July to 8 August 2020
<i>Intended audience</i>	Higher education, K-12, and vocational teachers and other educational professionals from the Commonwealth and around the world
<i>Language</i>	English
<i>Expected workload</i>	5 hours per week (20 hours total)
<i>Challenge level</i>	Intermediate
<i>Pre-requisites</i>	None
<i>Certification</i>	Certificates of Participation and Completion available (at no charge)

[ABOUT THE MOOC](#)


#### THE GUIDE TO BLENDED LEARNING

BLP MOOC will also introduce you to the *Guide to Blended Learning*, a free, open access guidebook authored by the course instructors and published by the Commonwealth of Learning. The Guidebook covers the full range of considerations for implementing blended learning, from initial conceptual and planning concerns, through the development and structuring of learning activities, and evaluation of blended courses and programs. The Guidebook provides the foundation for this course.

[ABOUT/DOWNLOAD THE GUIDEBOOK](#)



Download the Guidebook



NAVIGATION: Home - About the MOOC - BL Guidebook - Enrol

COMMONWEALTH OF LEARNING: 4710 Kingsway, Suite 2500, Burnaby BC Canada  
ATHABASCA UNIVERSITY: 1 University Drive, Athabasca AB Canada

SYNDICATION: [RSS 2.0 feed](#)  
[Data privacy and safety](#) - [Technical support](#)

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# Appendix D

## Blended learning practice design

Assignment: Blended learning practice design: Blended Learning Practic... <https://canvas.instructure.com/courses/1822157/pages/assignment-blende...>

### Assignment: Blended learning practice design

**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.*

---

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.

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.

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

Template in Word (<https://canvas.instructure.com/courses/1822157/files/87755398/download>)  
Template in OpenOffice (<https://canvas.instructure.com/courses/1822157/files/87755401/download>)

### 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.

## Appendix E

### Pre-course survey respondents by country

Country	Respondents (n)	Respondents (%)
Malaysia	139	14.4%
India	125	12.9%
Canada	115	11.9%
Greece	80	8.3%
Saint Vincent and the Grenadines	66	6.8%
South Africa	43	4.5%
Jamaica	38	3.9%
Belize	33	3.4%
Dominica	31	3.2%
Fiji	26	2.7%
Kiribati	25	2.6%
Antigua and Barbuda	24	2.5%
Mauritius	22	2.3%
Botswana	17	1.8%
Kenya	16	1.7%
Papua New Guinea	16	1.7%
Zambia	14	1.5%
Grenada	13	1.3%
Bangladesh	12	1.2%
Ghana	10	1.0%
United States	9	0.9%
Rwanda	8	0.8%
Sri Lanka	7	0.7%
Trinidad and Tobago	7	0.7%
Uganda	7	0.7%
Vanuatu	7	0.7%

Country	Respondents (n)	Respondents (%)
Guyana	6	0.6%
Namibia	4	0.4%
United Arab Emirates	3	0.3%
Nigeria	3	0.3%
Turks and Caicos Islands	3	0.3%
Ireland	2	0.2%
Mexico	2	0.2%
Mozambique	2	0.2%
Nepal	2	0.2%
Pakistan	2	0.2%
Zimbabwe	2	0.2%
Barbados	1	0.1%
Belgium	1	0.1%
Brazil	1	0.1%
China	1	0.1%
Cyprus	1	0.1%
Germany	1	0.1%
Spain	1	0.1%
United Kingdom	1	0.1%
Guatemala	1	0.1%
Hungary	1	0.1%
Indonesia	1	0.1%
Japan	1	0.1%
Saint Kitts and Nevis	1	0.1%
Libya	1	0.1%
Morocco	1	0.1%
Macau	1	0.1%
Portugal	1	0.1%
Qatar	1	0.1%

Country	Respondents (n)	Respondents (%)
Samoa	1	0.1%
Saudi Arabia	1	0.1%
Sudan	1	0.1%
Sweden	1	0.1%
Swaziland	1	0.1%
Tonga	1	0.1%
Turkey	1	0.1%
Ukraine	1	0.1%

# Appendix F

## Course announcements

### **Final words on strength, flexibility, and promise**

Hello, everyone! As we bring Blended ...  
*Posted on: Apr 5, 2020 at 9:30pm*

### **An extra 24 hours**

Hello, everyone! It has been great to s...  
*Posted on: Apr 2, 2020 at 10:30pm*

### **Week 4 summary: Where have we been?**

Hello, everyone! [A video version of th...  
*Posted on: Mar 31, 2020 at 8am*

### **Course extension and the re-launch of additional online learning MOOCs**

Hello, everyone! Blended Learning Pra...  
*Posted on: Mar 19, 2020 at 11:30pm*

### **Join us today for Live Session 2**

Join us today for our second live sessio...  
*Posted on: Mar 19, 2020 at 2:15am*

### **Week 3: What's happening**

Hello, everyone - [A video version of th...  
*Posted on: Mar 18, 2020 at 2:56am*

### **Week 2 reflections**

Hello again, everyone, as we begin to ...  
*Posted on: Mar 14, 2020 at 4am*

### **Join us today for our first live session**

Join us today for our first live session ...  
*Posted on: Mar 11, 2020 at 7:15am*

### **Welcome to Week 2**

Hello, everyone, and welcome to Wee...  
*Posted on: Mar 9, 2020 at 2:45am*

### **Week 1 mid-week reflections**

Hello, everyone, and to all who have jo...  
*Posted on: Mar 5, 2020 at 6:40am*

### **Welcome to BLP MOOC!**

Welcome to Blended Learning Practic...  
*Posted on: Mar 1, 2020 at 4am*

# Appendix G

## Survey letter of consent



22 September 2019

**Dear Participant:**

We are researchers at Athabasca University and the Commonwealth of Learning. We invite you to participate in a research study entitled "Understanding the Experience of Technology-Enabled Learning". 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](mailto: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](mailto: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 TEL 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, Chair, Centre for Distance Education, 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 BLP MOOC.

- 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.