



Report of the Massive Open Online Course on:

Blended Learning Practice (BLP MOOC2 and BLP MOOC3)

Second offering: 19 April – 16 May 2020

Third offering: 12 July – 8 August 2020

Athabasca University
Commonwealth of Learning



Credits

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This report on the second and third 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 (MOOC) developed by Athabasca University in partnership with the Commonwealth of Learning (COL), was delivered from 19 April to 16 May 2020 and 12 July to 8 August 2020 for the second and third offering, respectively. 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 *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 open educational resources, and implementation and evaluation frameworks.

There were 1988 participant registrations in BLP2 and 3052 in BLP3, compared to 2068 in BLP1. Of these registrants, 1068 (53.7%) participants responded to the pre-course survey in BLP2 and 1205 (39.5%) in BLP3, compared to 1034 (50.0%) survey respondents in BLP1.

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 754 Certificates of Participation awarded in BLP2 for a total certification rate of 37.9%, the highest certification rate for BLP to date. 497 (25%) Certificates of Completion were awarded in BLP2. In BLP3, 882 Certificates of Participation were awarded for a certification rate of 28.9%, and 607 (20%) Certificates of Completion. In comparison, the certification rate for BLP1 was 22.3%.

BLP was well-received by participants in its second and third offering. Outcomes identified in the first offering may now be used, with any additional insights from BLP2 and BLP3, to guide this MOOC's further development and the development of other MOOCs. Due to the global pandemic in 2020 March, these outcomes were not addressed in the second and third offerings. BLP2 and BLP3 were offered in quick succession of the first offering and in response to the rapid move to online learning around the world.

Synchronous 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. Further streamlining and structuring of groups and discussions may build further upon the participants' strong sense of community.

This report on the second and third offerings of BLP has been prepared by Athabasca University and submitted to the Commonwealth of Learning.

¹ <http://oasis.col.org/handle/11599/3095>

Section 1. Background of BLP

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 Athabasca University:

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

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.

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. 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 1988 and 3052 participant registrations respectively for the second and third offering of BLP, compared to 2068 in the first offering.

The following demographic information is based on the pre-course Welcome survey, conducted through SurveyMonkey and completed by participants for BLP2 and BLP3.

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 BLP3 respondents by country is included as Appendix E.

Table 1. Survey respondents by geographical region

| Country | BLP2 Respondents | | BLP3 Respondents | |
|---|------------------|--------|------------------|--------|
| | (n=1005) | (%) | (n=1185) | (%) |
| Asia, South Asia, and the Indian subcontinent | 369 | 36.72% | 360 | 30.29% |
| Caribbean/Central America | 388 | 38.61% | 442 | 37.3% |
| Africa | 111 | 11.04% | 234 | 19.75% |
| North America | 76 | 7.56% | 94 | 7.93% |
| Europe/UK | 10 | 1% | 7 | 0.59% |
| Oceania | 28 | 2.79% | 15 | 1.27% |
| South America | 19 | 1.89% | 10 | 0.84% |
| Middle East | 4 | 0.4% | 23 | 1.94% |

Table 2. Most-frequent survey respondents by country

| Country | BLP2 Responses | | BLP3 Responses | |
|----------------------------------|----------------|------------|----------------|------------|
| | Count | Percentage | Count | Percentage |
| India | 306 | 29.88% | 265 | 22.40% |
| Trinidad and Tobago | 273 | 26.66% | 237 | 20.03% |
| Canada | 70 | 6.84% | 87 | 7.35% |
| Antigua and Barbuda | 13 | 1.27% | 75 | 6.34% |
| Kenya | 32 | 3.13% | 58 | 4.90% |
| Malaysia | 15 | 1.47% | 48 | 4.06% |
| Nigeria | 31 | 3.03% | 44 | 3.72% |
| Jamaica | 33 | 3.22% | 33 | 2.79% |
| Saint Vincent and the Grenadines | 42 | 4.10% | 33 | 2.79% |

Personal characteristics and teaching experience

In BLP2, 744 (72.51%) female respondents, 272 (26.51) male, and less than 1% of the total 1026 respondents selecting “Prefer not to answer”. These numbers were similarly reflected in BLP3 with 68.9% of respondents (n=1187) female and 30.5% were male, again with less than 1% selecting “Prefer not to answer”.

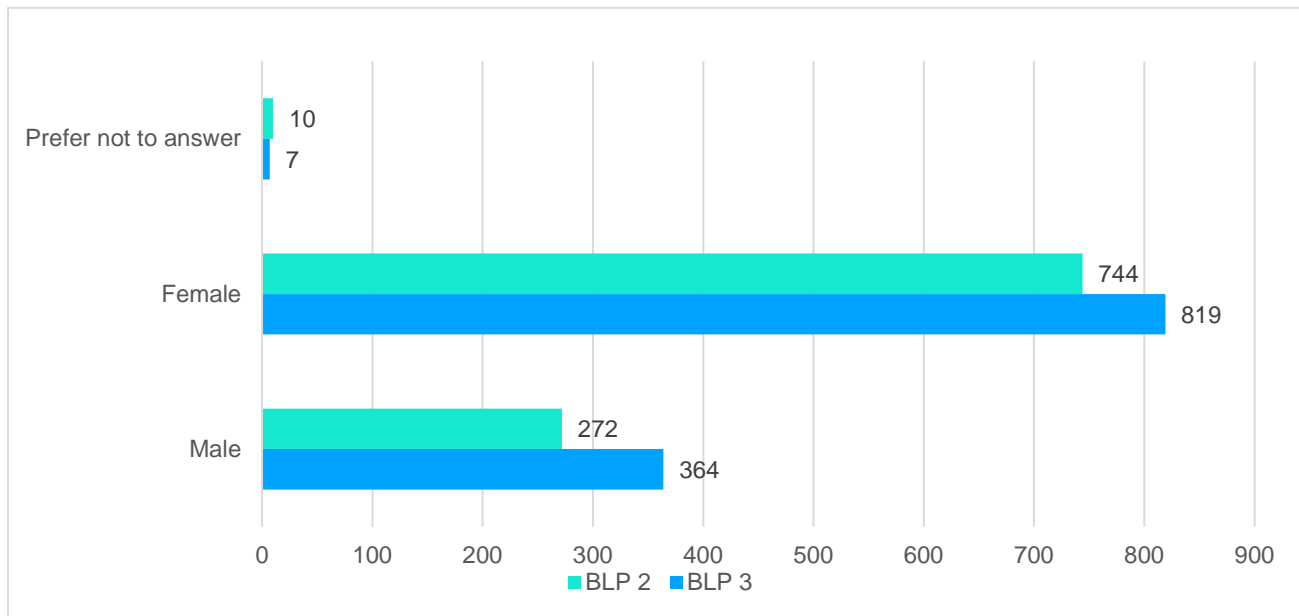


Figure 1. Respondents by gender.

The ages of respondents in BLP3 (n=1190) were distributed between 30 and 54 years of age, with almost half of the participants between the ages of 40 - 54 years (46.6%). Similarly, this age group accounted for 43.6% of BLP2 participants.

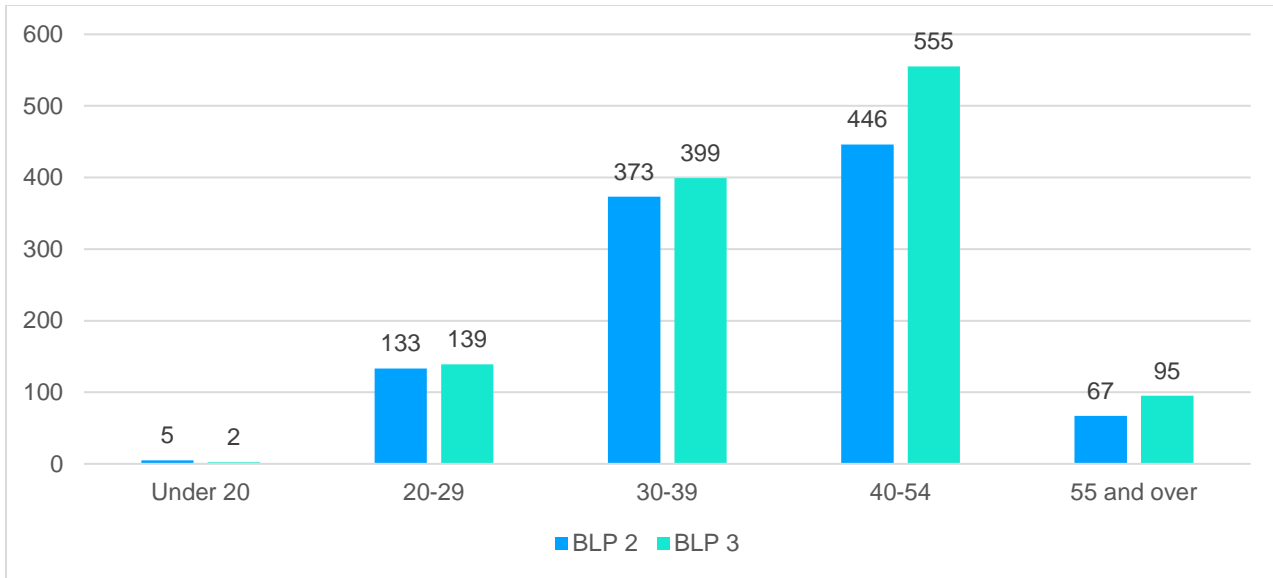


Figure 2. Respondents by age.

BLP3 participants were in general highly educated, with approximately 57% of respondents (n=1191) holding a Master's degree or higher, and 10% holding no degree.

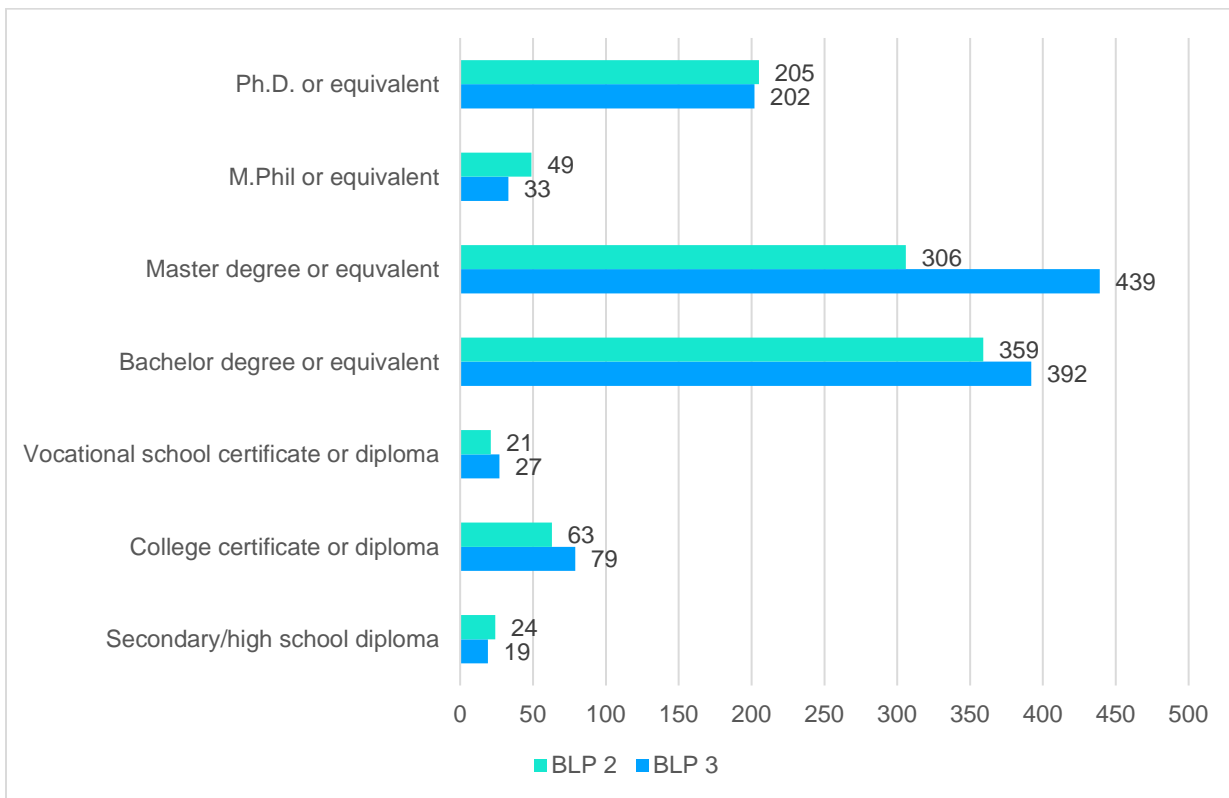


Figure 3. Respondents by education level.

BLP3 respondents (n=1174) indicated a wide range of teaching experience, from 6% currently a student of education to 10.6% with more than 25 years of experience.

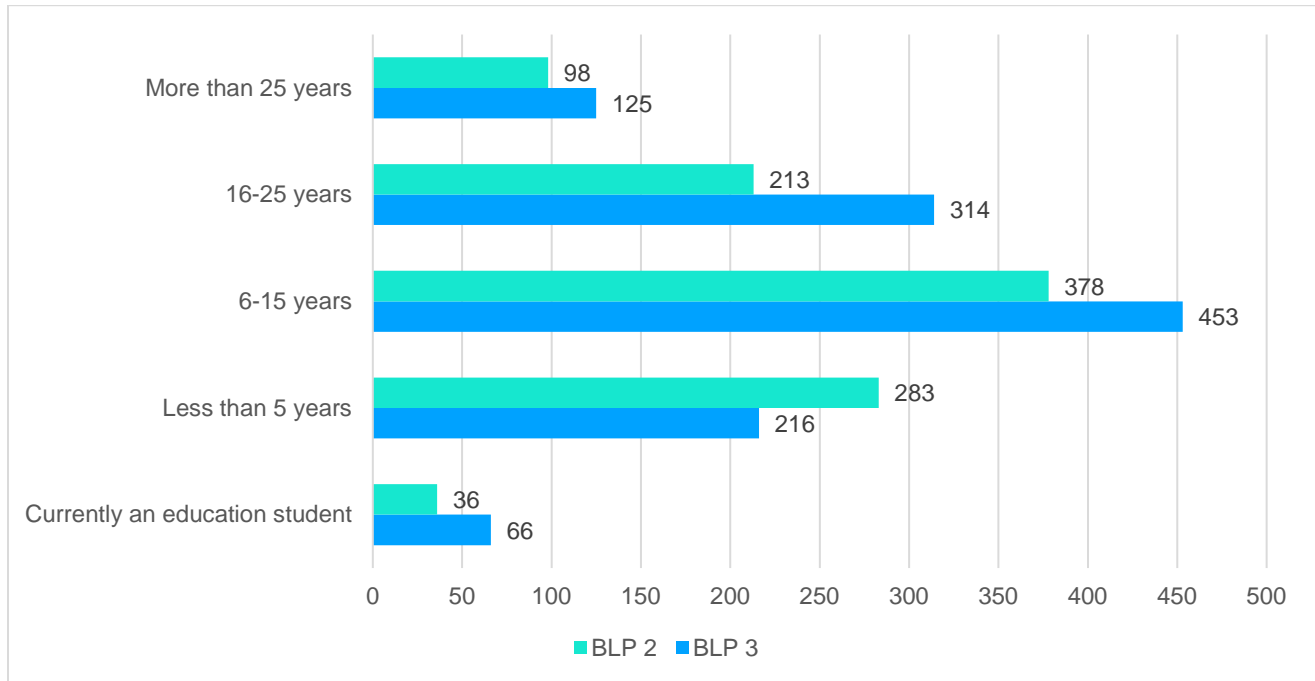


Figure 4. Respondents by teaching experience.

Finally, BLP3 respondents (n=1178) were asked the nature of their current teaching or other professional role, with the option of selecting multiple roles. A large majority of respondents (80.5%) indicated some degree of face-to-face teaching, with 40.4% already practicing some form of blended or hybrid teaching. 26.5% indicated a management or administrative role, while 20.9% indicated educational support services.

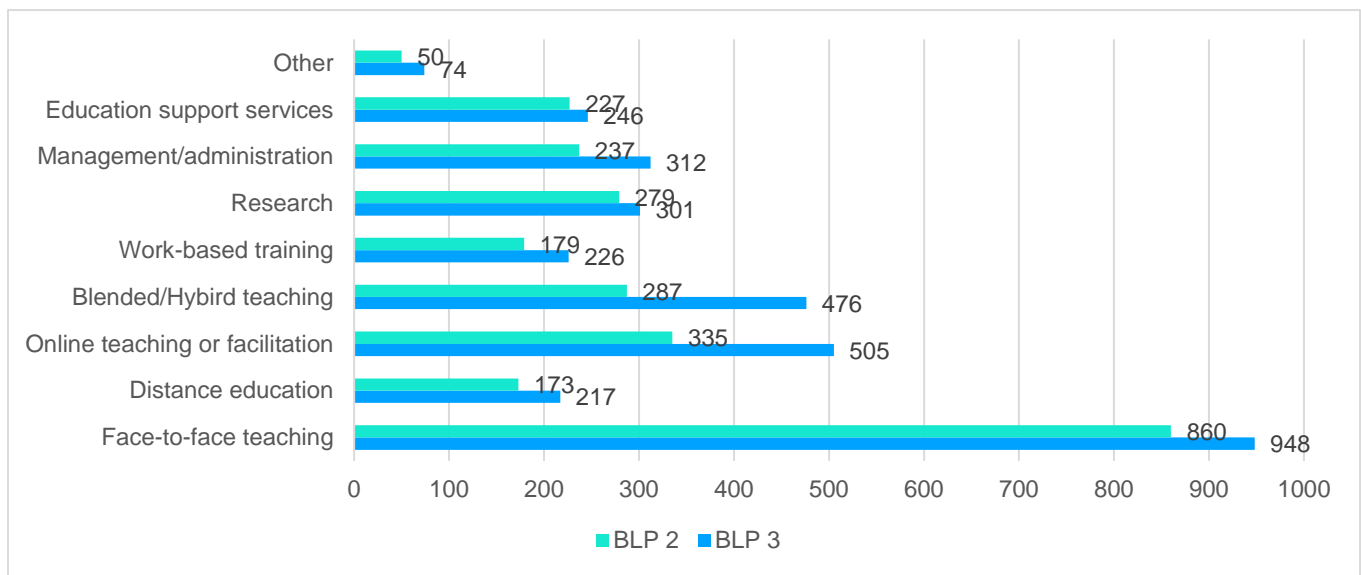


Figure 5. Respondents by teaching and professional roles (with multiple selections allowed).

Video lectures and instructor presence

The accompanying videos from *Guide to Blended Learning*, 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 F),
- 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

Three experienced MOOC facilitators were hired to support the BLP MOOC 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.

As a result of the significant increase in registration numbers and final assignment submissions for BLP3, assisting to grade and provide feedback on the final BLP design plan assignments will be added to the facilitator's role for future offerings.

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.

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.

The total number of posts for BLP2 was 5027. There were 1824 posts in the teaching forums, 1083 in the design forums, and 838 in the leadership forums, reflecting the division of participants' professional roles indicated in the demographics section above. There were also 248 posts in the administrative forums, 914 in the welcome forum, and 120 in participant-generated forums. The ratio of participant-generated forums to the total number of posts was 2.4%.

The total number of posts for BLP3 was 6791. There were 2305 posts in the teaching forums, 1333 in the design forums, and 1053 in the leadership forums, with an additional 324 in administrative forums, 1396 in the welcome forum, and 380 in participant-generated forums. Greater effort was made to encourage participant-generated forums in BLP3; these forums are listed in a separate section of the main discussions page, and several forums dedicated to teaching levels and other themes were pre-seeded in this section, with the facilitators also adding a small number later in the course. While the number of posts in this section did increase, the final ratio to the total number of posts was still only 5.6%.

The participant-generated forums are intended as an opportunity for participants to take greater initiative and lead the conversation, as well as creating more focused forums based on the participants' own local concerns. The discussion prompts in the main module forums, however, ask participants to consider their own contexts, so they may not feel as great a need for more localized discussions in participant-generated forums. Nevertheless, further efforts will be made to encourage and support participants in creating their own forums.

Synchronous sessions

Adobe Connect was used for three in-course synchronous sessions for each of BLP2 and BLP3. 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. Each session included both a more formal presentation, followed by informal discussion and responses to participant questions.

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 live sessions were recorded for those unable to join 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. Recordings were especially useful in the case of BLP, where participants were dispersed throughout the world and across a wide range of time zones.

BLP2 also included access to a fourth presentation led by Dr Agnieszka Palalas through the International Association of Blended Learning; as this session was not hosted by BLP, attendee numbers are not available. This session on *Digital Wellness for Educators* was well-received by participants in BLP2, and it was therefore incorporated into BLP3 as the third in-course synchronous session.

In the following list of synchronous sessions, the number of attendees includes both those who attended live and those who later accessed the session recording.

BLP2

Presentation 1: Dr Martha Cleveland-Innes

The scope and nature of blended teaching and learning: Past, present, future

27 April 2020, 133 attendees

<https://athabascau.adobeconnect.com/p9tgom38oxf2/>

Special seminar: Dr Agnieszka Palalas

Digital wellness primer for educators

1 May 2020, attendee total unavailable

<https://www.youtube.com/watch?v=UFHQPywggCY>

Presentation 2: Dr Nathaniel Ostashewski

Integrating technology into the classroom

11 May 2020, 74 attendees

<https://athabascau.adobeconnect.com/pewzc4lknst7/>

Presentation 3: Dr Martha Cleveland-Innes

Being the change agent in the transition to blended learning: A leadership discussion

20 May 2020, 87 attendees

<https://athabascau.adobeconnect.com/p0akdl5kjmtw/>

BLP3

Presentation 1: Dr Martha Cleveland-Innes

The art of teaching in a blended Community of Inquiry: The blended teacher as a bricoleur

28 July 2020, 219 attendees

<https://www.youtube.com/watch?v=vEZbKz7zmt8>

Presentation 2: Dr Nathaniel Ostashewski

Integrating technology into the classroom: What, when, and why

4 August 2020, 145 attendees

<https://www.youtube.com/watch?v=5yXVly894sE>

Presentation 3: Dr Agnieszka Palalas

Digital wellness for educators

7 August 2020, 117 attendees

https://www.youtube.com/watch?v=AdLoZLF2d_A

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:

| | Quiz 1 | Quiz 2 | Quiz 3 | Quiz 4 |
|------|--------|--------|--------|--------|
| BLP2 | 83% | 89% | 91% | 91% |
| BLP3 | 82% | 88% | 88% | 91% |

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. The highest certification rate was realized in BLP2 at 37.9%; an increase of 15% over the first offering.

| | Total plans submitted | Pass grade | Completion rate |
|------|-----------------------|------------|-----------------|
| BLP2 | 512 | 497 | 37.9% |
| BLP3 | 634 | 607 | 28.9% |

Certificates

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. 25% of the total number of registrants earned a completion certificate in BLP2; an increase of 8% over BLP1.

| | Certificate of Participation | Completion Rate | Certificate of Completion | % of total registrants earning a completion certificate |
|------|------------------------------|-----------------|---------------------------|---|
| BLP2 | 754 | 37.9% | 497 | 25% |
| BLP3 | 882 | 28.9% | 607 | 20% |

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.

931 of the 1177 respondents in BLP3 indicated they would be applying for professional development hours to further their career or meet professional development requirements. In answer to this growing demand, a note was added to the Certificates of Completion representing 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:

| | Pre-course survey | End-of-course survey |
|------|-------------------|----------------------|
| BLP2 | 1088 | 324 |
| BLP3 | 1232 | 431 |

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

In BLP2, 756 (74%) of the 1022 total responses indicating a primary language, reported English as a primary language. Similarly, 930 (78%) of the 1193 respondents in BLP3 also reported English as a primary language.

The majority of respondents self-reported that they were proficient or advanced in the use of

| | Software | Social Media | Creating Digital Media |
|------|-------------------|--------------------|------------------------|
| BLP2 | 762, 75.5% n=1009 | 644, 64.4% n=1000 | 282, 30.2% n=933 |
| BLP3 | 982, 83.2% n=1180 | 793, 67.5%, n=1174 | 382, 32.8%, n=1163 |

Of the 1177 respondents in BLP3, 544 (46.2%) had heard of the Community of Inquiry framework; of those, 162 indicated they knew it well but had not used it, while 62 use the framework in their teaching practice.

Of the 1182 respondents for BLP3 who indicated a primary reason for taking the course, 507 (42.89%) took the course out of general interest in blended learning practice, 497 (42.05%) for professional development, 62 (5.25%) specifically to earn a certificate, and 44 (3.72%) out of general interest in MOOCs.

BLP3 survey respondents ($n=1182$) indicated that they learned of BLP through a wide range of sources, with the most frequent being colleagues or the workplace (589, 49.83%). The top referrers for BLP are summarized in Table 3.

Of the 1183 survey respondents in BLP3, 92 (7.78%) have completed TEL, 24 (2.03%) signed up but did not completed TEL, and 253 (21.39%) are taking TEL MOOC now.

Table 3. Top referrers for BLP registrations

| Referrer | BLP2 (n= 1006) Number (%) | BLP3 (n=1182) Number (%) |
|-------------------------------------|------------------------------|-----------------------------|
| Colleagues/workplace | 545 (54.17%) | 589 (49.83%) |
| Email notification | 57 (5.67%) | 97 (8.21%) |
| Social media | 109 (10.83%) | 248 (20.98%) |
| Commonwealth of Learning website | 80 (7.95%) | 66 (5.58%) |
| Athabasca University | 23 (2.29%) | 8 (0.68%) |
| TEL MOOC | 34 (3.38%) | 48 (4.06%) |
| Commonwealth of Learning newsletter | 3 (0.30%) | 10 (0.85%) |
| Course brochure | 7 (0.07%) | 13 (1.10%) |
| Other | 148 (0.02%) | 103 (8.71%) |

Summary of end-of-course survey results

The End-of-Course Survey was completed by 312 participants in BLP2 and 419 participants in BLP3. Survey responses to questions regarding general satisfaction with BLP in both offerings indicate that respondents were both very happy with, and grateful for, this learning opportunity.

The survey results indicate a very positive response; in BLP2, 270 (91.5%, $n=295$) agreed or strongly agreed with the statement, "Overall, I was satisfied with BLP MOOC," and 272 (91.9%, $n=296$) agreed or strongly agreed with "BLP MOOC met the learning objectives." In BLP3, the numbers were 379 (94.5%, $n=401$) and 377 (94.3%, $n=400$) for each question, respectively.

Respondent evaluations of various aspects of the course and its delivery are summarized in Table 4.

Table 4. Course satisfaction and content evaluation

| Survey question | BLP2 | | BLP3 | |
|--|-----------|-----------------------------|-----------|-----------------------------|
| | Responses | Agree or strongly agree (%) | Responses | Agree or strongly agree (%) |
| Overall, I was satisfied with BLP MOOC. | 295 | 270 (91.5%) | 401 | 379 (94.5%) |
| BLP MOOC met the learning objectives. | 296 | 272 (91.9%) | 400 | 377 (94.3%) |
| The BLP MOOC experience will assist me in the use of educational technology for teaching and learning. | 294 | 269 (91.5%) | 399 | 378 (94.7%) |
| The amount of time I spent on the course met my expectations. | 295 | 256 (86.8%) | 400 | 357 (89.3%) |
| The workload was manageable. | 295 | 257 (87.1%) | 400 | 365 (91.3%) |
| The pace of the course was comfortable for my learning. | 295 | 260 (88.1%) | 401 | 364 (90.8%) |
| The course activities reinforced the course material. | 296 | 273 (92.2%) | 400 | 370 (92.5%) |
| The course activities did a good job of triggering my thinking. | 296 | 272 (91.9%) | 401 | 373 (93%) |
| The course activities did a good job of holding my interest. | 295 | 258 (87.5%) | 400 | 367 (91.8%) |
| The course material was of good quality. | 295 | 273 (92.5%) | 399 | 380 (95.2%) |
| Assignments were helpful to acquire knowledge and skills. | 295 | 263 (89.2%) | 401 | 370 (92.3%) |
| The quizzes helped to test my knowledge. | 293 | 267 (91.1%) | 400 | 380 (95%) |
| The course website was user-friendly. | 296 | 272 (91.9%) | 398 | 365 (91.7%) |

In a separate question, respondents were asked how much instructor involvement they would like to have had. In BLP2, 98 (33.8%, $n=290$) indicated they would like to have had somewhat or much more involvement, 161 (55.5%) about the same level of involvement, and 31 (10.7%) preferring less or no involvement. In BLP3, the numbers were 144 (36.3%, $n=397$), 222 (55.9%), and 31 (7.8%), respectively.

Survey responses about the instruction and community aspects of the course were mixed, as shown in Table 5.

Table 5. Evaluation of instruction and the BLP learning community

| Survey question | BLP2 | | BLP3 | |
|--|-----------|-----------------------------|-----------|-----------------------------|
| | Responses | Agree or strongly agree (%) | Responses | Agree or strongly agree (%) |
| I experienced direct instruction during BLP MOOC. | 293 | 215 (73.4%) | 396 | 288 (72.7%) |
| My learning was supported through facilitation by the Inspirer. | 291 | 211 (72.5%) | 395 | 278 (70.4%) |
| My learning was supported through facilitation by the roving instructors. | 295 | 195 (66.1%) | 395 | 252 (63.8%) |
| My learning about BLP was supported through my discussions with other students. | 296 | 187 (63.2%) | 397 | 268 (67.5%) |
| My learning about BLP was supported by reading other student posts. | 296 | 212 (71.6%) | 394 | 311 (78.9%) |
| BLP MOOC discussions provided me with information about resources that I will be able to use in my own teaching. | 295 | 243 (82.4%) | 400 | 348 (87%) |
| I felt like I was part of a community in the BLP MOOC. | 295 | 217 (73.6%) | 398 | 330 (82.9%) |

The end-of-course survey also allowed for open-ended suggestions and feedback. The following suggestions and comments from participants are drawn from the BLP end-of-course survey.

Many respondents commented on the need for more videos and live sessions. The theme that continued throughout the offerings is an appreciation for the “human factor”, even if, for some, there was room for even greater instructor or facilitator involvement. Respondents were positive in their end-of-course survey comments and again emphasized the need for BLP and additional courses like it.

It was just a remarkable experience. I believe the instructors are well experienced and grounded.

Keep up the good work as I had previously done a MOOC (it was my first) and there was little interaction from the facilitators. However, I was pleasantly surprised when I saw the level of interaction in this course. It was a welcome reprieve. It was very nice to see the responses in the discussion forum as well. That participation by the facilitator was really appreciated as the 'human factor' was still existent.

I was able to share as well as learn from others and though I personally didn't know anyone a felt a part of a great team. It was encouraging to self-motivate and strive to complete every aspect.

The instructor is excellent. In the case of facilitators, they are very prompt in answering any queries or lending help in any aspect. But I personally feel that somehow we, the participants, are not making use of them the way it is designed to be. If something can be done to make the role of facilitators more active, direct, more interactive in the whole design of the course, it might yield better results. This is my view, I may be wrong!

Context and locally-sensitive application of blended learning principles was an important theme of the course; several respondents picked up on this theme and suggested even more contextualized information, case studies, or even local facilitation.

Course design was interesting, user-friendly and attention paid to minute details. encouraged a lot of inter participant discussions, and thought-provoking questions from facilitator and inspirer was the best part especially for adult participants. Suggestion: A few case study on blended learning approaches cross culture can be added successful and not so successful stories of blended learning can be insightful.

give some more examples and correlate with all learners demographic conditions if possible. otherwise everything is best in presentation, I enjoyed a lot.

I would have been nice if one there was an instructor who is familiar with this region; a person who fully understands our unique positions in the Caribbean.

BLP3 had a very high number of participants, and several participants noted that the number of participants and their activity in the forums felt overwhelming at times.

Although, I really enjoyed reading other participants perspectives, seeing the multitude of responses were at times very overwhelming. I am not sure how one could control this when there are 2000+ participants in the course.

This way my first experience with MOOC and I felt somewhat alienated. There were so many participants that during the discussion feedback took a while for some persons and finding feedback to what i posted was difficult. I get the sense that most participants were just there for the course and not to connect with others. It was however a great experience. I was hoping to complete everything but circumstances when against me.

The class was too large to feel a sense of community/knowing each other. The amount of posts were overwhelming each week and did not really add to the experience as there was too many surface posts and no real in-depth dialogue between the hundreds of students in the course.

Less number of participants per cohort or when course is offered. It was so difficult to follow as there were thousands of comments and discussion posted. I tried reading as much as I can and not sure which discussion forum that I have participated and replied on. It was hard to find my own posts.

While several respondents suggested greater variety in the content presentation, many participants highlighted the consistent structure and practical design as a key strength of the course.

I love the way this course was designed. Very precise instructions, materials were well organized and accessible. I loved the introductory videos to each module presented by Dr. Martha Cleveland-Innes. Each video presented key ideas to guide the reading of the book and guide our thinking and understanding of the blended learning approach better!

Overall I enjoyed the course. I liked that everything was straight forward. There never was any confusion on assignment, recording, slides, videos, discussion forums, which are always a plus with online courses. Especially I liked the assignment that connected the subject matter to relevant. I learned more. Thank you so much.

It was very professional and it reflected what we are studying as we went through a various learning models, through synchronous and Asynchronous methods, I loved the diversity of the learning methods.

This course is well designed and extremely useful for the teachers. The Guide is so well written in simple, clear and direct way that I would keep it as my reference book forever. Even the references given there are very useful for further reading. I enjoyed doing the course and sad that it is over so soon. Even the questions given in the quizzes are practical and test the application of the theories discussed. On the whole it is a very useful course and we could not have asked for more. The course itself follows the design for a blended course and employs the COI model.

Finally, several respondents emphasized the impact they felt the course had had on their own teaching practice, and particularly the role of social and emotional presence.

I really found the course to be helpful. While I have been using some aspects of blended learning to deliver my classes, the readings and discussions helped to put thing in perspective and to see things in a more structured way, and consider aspects if blended learning that I may have missed.

If I had not done this course I would not have known that learning can effectively and efficiently take place without physical contact.

I learned a lot being a techie this will help me reach all my students and their needs. I never really thought about the emotional stuff and now I will take that into my lessons.

It validated some of my current practices but gave more suggestions on how I can make my practice better. I particularly like the Community of Inquiry framework focusing on the social and emotional aspect of the learners and how to set the stage in creative a positive environment for learning.

Please keep up the good work, I will love for all teachers in Nigeria to have all the knowledge I've gained here.

BLP MOOC is a good program and I wish all the teachers around the world were part of it. This would help us to teach students regardless of COVID-19. Much appreciation for BLP MOOC. Continue. You are doing great work for humanity.

Section V. Outcomes and Recommendations

Blended Learning Practice was well-received by its participants in its second and third offerings, as evidenced by the highly positive results in the end-of-course survey, particularly in terms of course content and design.

Certification rates of 37.9% and 28.9% for BLP2 and BLP3 respectively, were strong, with most recipients choosing to pursue the more advanced Certificate of Completion, despite the launch of the course during the continued lockdowns due to the global pandemic.

As BLP2 and BLP3 were parts of a rapid series of offerings of the course to support educators making the shift to online or emergency remote teaching during the global pandemic, the following section on outcomes and recommendations has been reduced. We refer readers to the BLP1 report, which has a more extensive set of challenges and opportunities to be implemented in later versions of BLP or similar future courses. Here we focus on the experiences and recommendations of the course facilitators.

To support the rapid deployment of BLP2 and BLP3, the decision was made to hire experienced MOOC facilitators to support and engage the larger number of registration numbers anticipated. The experience and knowledge offered by the facilitators was well received by both the participants and the design team. Upon completion of BLP the facilitators offered the following reflections:

I really appreciate this inclusive practice so that we were not feeling like we missed something or that we were left out. Even though we had different levels of experience, I believe that we all felt included.

Sharing the facilitation and having varied levels of experience was very helpful and looking back the process felt quite seamless.

The overall experience working with the same team was very positive... we were able to action items faster and connect between us to support and assist each other. We shared common findings and developed a comfortable camaraderie.

The opportunity to facilitate in these MOOCs has without a doubt added depth to my teaching and to my understanding of the various ways people engage and interact in an online environment. It has been a once in a lifetime opportunity to be part of this during a global pandemic and it has had an overwhelmingly positive impact on my experience as a MEd student at AU, which is something I did not expect.

The clear design and directions worked so well there was not a single question about procedures in the Course Support forum – a new MOOC record perhaps?!

I think the links between participants continue to be key to the experience where others who come along later and read the posts click on the links to other posts discussing the topics they want to know more about.

The group of learners were highly engaged and very much involved in posting to each other, so there were several times where I made the decision that the best facilitation would be not to intervene. The learner led topics seemed more robust in both quantity and quality this time round.

I love the diversity, the learner gratitude and investment. As usual the live sessions were an overwhelming hit. I love them too and learn from each one of them.

As seen in the feedback from survey respondents in the previous section, the very large class size, particularly in BLP3, presented a difficulty for many participants, with high volumes of posts in the discussions, and for some, a sense of alienation. The greater the number of participants, the greater its reach and potential impact on teacher practice around the world, and the class size in itself is not necessarily a concern. It does, however, raise questions about the design.

For example, to keep the Welcome forum to a manageable size, several additional Welcome forums had to be launched on the fly. Another approach may be to create themed Welcome forums from the beginning, based on location or teaching level, and allowing participants to choose where they will introduce themselves. Other suggestions may be to develop more explicit guidance on how to manage large, complex forums for those participants not as familiar with the MOOC format. Finally, as noted with TEL MOOC, there seems to be an under-utilization of participant-generated forums in the Canvas platform, where participants can find smaller, more focused discussions under their own control. Rather than specifying that all participants are expected to post in the module Teaching forums, for example, it may be appropriate to suggest the option of creating their own forums around their own, context-sensitive teaching practice instead.

Encouraging participants to create smaller spaces to meet and discuss would allow for greater participant choice and accommodate a wider range of learner preferences, while still allowing the larger structure - which survey respondents indicate continues to be a course strength - to remain intact.

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, 12 July 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 (BLP3)

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**



Blended Learning Practice 3

12 July - 8 August 2020

Printed on Sustainable Sugar Sheet, 100% Forest Free | April 2016 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 | 12 July to 8 August 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

BLENDED LEARNING PRACTICE

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

| | |
|-------------------|--|
| Schedule | 19 April to 16 May 2020 (4 weeks) Next offering: 12 July to 8 August 2020 |
| Intended audience | Higher education, K-12, and vocational teachers and other educational 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) |

[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

COMMONWEALTH OF LEARNING
Athabasca University

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

SITE CONTENT: Site content is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

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 \(https://canvas.instructure.com/courses/1822157/files/87755398/download\)](https://canvas.instructure.com/courses/1822157/files/87755398/download) | [Template in OpenOffice \(https://canvas.instructure.com/courses/1822157/files/87755401/download\)](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 (n=1,180)

| | | |
|----------------------------------|--------|-----|
| India | 22.40% | 265 |
| Trinidad and Tobago | 20.03% | 237 |
| Canada | 7.35% | 87 |
| Antigua and Barbuda | 6.34% | 75 |
| Kenya | 4.90% | 58 |
| Malaysia | 4.06% | 48 |
| Nigeria | 3.72% | 44 |
| Jamaica | 2.79% | 33 |
| Saint Vincent and the Grenadines | 2.79% | 33 |
| Botswana | 2.03% | 24 |
| Zimbabwe | 1.78% | 21 |
| Maldives | 1.69% | 20 |
| Belize | 1.52% | 18 |
| Rwanda | 1.52% | 18 |
| Swaziland | 1.35% | 16 |
| Oman | 1.18% | 14 |
| Uganda | 1.18% | 14 |
| Saint Kitts and Nevis | 1.10% | 13 |
| Namibia | 1.10% | 13 |
| Bangladesh | 1.01% | 12 |
| Saint Lucia | 1.01% | 12 |
| United States | 0.76% | 9 |
| Grenada | 0.68% | 8 |
| Zambia | 0.68% | 8 |
| Dominica | 0.51% | 6 |
| Fiji | 0.51% | 6 |
| Guyana | 0.42% | 5 |
| Pakistan | 0.42% | 5 |
| United Arab Emirates | 0.34% | 4 |
| South Africa | 0.34% | 4 |
| Australia | 0.25% | 3 |
| Sri Lanka | 0.25% | 3 |

| | | |
|------------------|-------|---|
| Mauritius | 0.25% | 3 |
| Papua New Guinea | 0.25% | 3 |
| Samoa | 0.25% | 3 |
| Egypt | 0.17% | 2 |
| United Kingdom | 0.17% | 2 |
| Gambia, The | 0.17% | 2 |
| Lesotho | 0.17% | 2 |
| Madagascar | 0.17% | 2 |
| Mozambique | 0.17% | 2 |
| Philippines | 0.17% | 2 |
| Singapore | 0.17% | 2 |
| Vanuatu | 0.17% | 2 |
| Aruba | 0.08% | 1 |
| Barbados | 0.08% | 1 |
| Brazil | 0.08% | 1 |
| Belarus | 0.08% | 1 |
| Colombia | 0.08% | 1 |
| Ghana | 0.08% | 1 |
| Guatemala | 0.08% | 1 |
| Japan | 0.08% | 1 |
| Lebanon | 0.08% | 1 |
| Lithuania | 0.08% | 1 |
| Morocco | 0.08% | 1 |
| Moldova | 0.08% | 1 |
| Montserrat | 0.08% | 1 |
| Malawi | 0.08% | 1 |
| Portugal | 0.08% | 1 |
| Qatar | 0.08% | 1 |
| Suriname | 0.08% | 1 |
| Turkey | 0.08% | 1 |
| Vietnam | 0.08% | 1 |
| Yemen | 0.08% | 1 |

Appendix F

Course announcements (BLP3)

Thank you, as BLP comes to a close

Hello, everyone! As we bring Blended Learning Practice to a close...

Posted on: Aug 16, 2020 at 2:15am

Reminder: Live session 3 begins soon

Our third (and final) live session for Blended Learning Practice begins soon...

Posted on: Aug 7, 2020 at 7am

Course extension, certificates, end-of-course survey, and further learning options

Hello, everyone! Blended Learning Practice has been extended by one week...

Posted on: Aug 5, 2020 at 12am

Reminder: Live session 2 begins soon

Our second live session for Blended Learning Practice begins soon...

Posted on: Aug 4, 2020 at 7am

Week 4: On technological freedom, and two live sessions

Hello, everyone! As we move into Week 4 - the final module of the course...

Posted on: Aug 3, 2020 at 2:10pm

Reminder: Live session 1 begins soon

Our first live session for Blended Learning Practice begins soon...

Posted on: Jul 28, 2020 at 7am

Announcing Live Session 1 and the BLP Design Plan

Hello again, everyone! With the launch of Week 3, I would just like to...

Posted on: Jul 26, 2020 at 3am

Week 2: On culture and practice

Hello, everyone! Now that we are into Week 2 and so many of you are...

Posted on: Jul 22, 2020 at 10:15am

Welcome to Blended Learning Practice!

Welcome to Blended Learning Practice! Your course has now begun...

Posted on: Jul 12, 2020 at 12am

Appendix G

Survey letter of consent (BLP3)



12 July 2020

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.