PLS CLASSES

Blended and Synchronous Learning Design™

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Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.

Course Description

Blended and Synchronous Learning Design Online focuses on understanding and choosing a blended learning model, and applying that model to the logistics of daily class activities. Through the lens of the iNACOL Blended Learning Teacher Competency Framework, this course highlights the practical, everyday skills teachers and their students need to be successful in a blended learning environment. Participants will discover how blended learning can address and solve common problems while supporting critical school, district, and state initiatives. With a deep focus on the technical skills necessary for success, participants will discover the value in effective assessment design, analysis of student performance data, and differentiated learning opportunities for students.

Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Required Text

Horn, M. B., & Staker, H. (2014). *Blended: Using disruptive innovation to improve schools.* San Francisco: Jossey-Bass.

Note that this textbook is not required. Access to it will enhance your learning experience before, during, and after the course.

Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Evaluate when to use each of the blended learning models.

2. Explore the practical benefits for teachers and students in a blended classroom.

3. Analyze the iNACOL Blended Learning Teacher Competency Framework's four domains (mindsets, qualities, adaptive skills, and technical skills).

4. Explore a vision for teaching where students define the time, place, path, or pace of their learning.

5. Examine rigorous, supportive environments where students are held to high expectations.

6. Analyze student data from multiple sources, including formative assessment, to inform and adjust individual student instruction and grouping.

7. Develop a teaching orientation focused on continual change and improvement.

8. Implement blended classroom strategies, tools, and solutions in a blended unit plan.

9. Discover methods for ongoing blended learning improvement.

10. Develop ways to support students in the transition from traditional to blended learning.

11. Generalize course content to reflect how the multicultural, special needs and gifted, and other diverse populations within classrooms have their needs met by the application of the skills, strategies, and knowledge gained in this course.

12. Reflect continuously on personal expertise, using the knowledge and skills associated with this course, and use these insights actively as the basis for ongoing professional growth.

13. Work collaboratively to share knowledge, skills, and experiences; refine understanding of content; give and receive feedback; and improve expertise.

Course Topical Outline

	List of Concepts
Blended Learning Background and Benefits	Foundations for discussing blended learning with colleagues, students, parents, and other stakeholders; technology-infused instruction compared to blended learning; practical benefits of blended learning for both teachers and students; when to use each of the blended learning models; guidelines for implementing a model of blended learning.
Blended Learning Teacher Competency Framework	Four domains of iNACOL's *Blended Learning Teacher Competency Framework* (mindsets, qualities, adaptive skills, and technical skills); assessing personal level of proficiency of blended teacher competencies; ways to increase skill level with respect to the competencies.
Planning for Blended	Four domains of iNACOL's *Blended Learning Teacher Competency Framework* (mindsets, qualities, adaptive skills, and technical skills); assessing personal level of proficiency of blended teacher competencies; ways to increase skill level with respect to the competencies.
Digital Content	Four domains of iNACOL's *Blended Learning Teacher Competency Framework* (mindsets, qualities, adaptive skills, and technical skills); assessing personal level of proficiency of blended teacher competencies; ways to increase skill level with respect to the competencies.

Blended and Synchronous Learning Design | Online

Online Classroom Management, Communication, and Collaboration	Analyzing the iNACOL Blended Learning Teacher Competency Framework's four domains; blended classroom strategies, tools, and solutions in a blended unit plan; ways to support students in the transition from traditional to blended learning; practices to turn the online portion of a blended learning program from a catalog of digital assets to a learning community.
Using Assessments and Data	Authentic assessment; formative and summative assessment; assessment strategies (self-assessment, peer assessment, portfolio assessment, exhibition); technology and assessment; using data to group students; data for continuous improvement.

Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term. Additional learning activities include whole-group and small-group discussions and assessments for a total of 277 points.

Course Portfolio	Pts.	Correlations to Course Outcomes
Module 1: Blended Learning Background and Benefits	40	1, 2, 4
Module 2: Blended Learning Teacher Competency Framework	55	3, 7, 12, 13
Module 3: Planning for Blended	20	3, 8, 10

Module 4: Digital Content	20	3, 11
20Module 5: Online Classroom Management, Co60mmunication, and Collaboration	60	3, 8, 10
Module 6: Using Assessments and Data	35	3, 5, 6, 9
Course Project	47	11, 12, 13
Final Course Portfolio Total	277	

Bibliography

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Additional Information

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