**Blended Unit Design Guide**

**Introduction**

One of the great challenges in designing blended learning courses is ensuring that the face-to-face and online portions of the course are well integrated into one, cohesive whole. This chart is an opportunity to articulate specific plans for this integration while anchoring back to (and perhaps revising) key course design components (e.g., learning outcomes, assessments, etc.). Generally speaking, there are relatively few overall course objectives but many more unit-level learning objectives. Each course outcome should have at least one summative assessment, but learning activities may provide for a number of formative assessments/feedback along the way. You may adapt this chart to meet your needs, but please stay focused on articulating how online and face-to-face components will be integrated.

**Directions**

Complete Table #2 on the next page. Table #1 has been completed as a *simplified* example to guide your own design guide. Upon completing Table #2 below; “Save As” the document to your computer. Submit your unit design guide to the **Blended Unit Design Guide** assignment submission box.

**Table #1 - SAMPLE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Objective(s)** | **Unit Outcome(s)** | **Assessment**  | **Learning Activities** | **Resources Needed** | **Integration between In-Class & Online Components** |
| *To demonstrate they have achieved this objective…* | *Students will…* | *Students will ultimately…* | *After experiences with…* | *That are accomplished using…* | *Online and in-class activities will be connected through…* |
| Describe and explain major theories of personality. | Critically evaluate biological theories of personalityCritically evaluate psychodynamic theories of personalityCritically evaluate humanist theories of personalityCritically evaluate trait theories of personality | **Online** | **Online** | **Online** | Classroom discussion of online readings; online discussion of classroom lectures; presentation assignment will be explained both in class and online. |
| Make a research-based multimedia presentation about a major personality theory. | Assigned readings, Discussions comparing learning theories, Debate on assigned theory group, Lectures. | E-Text, Journal articles,Discussion board, PPT lectures with audio narration, Library webpage to help with research, notes for presentation. |
| **Face-to-Face** | **Face-to-Face** | **Face-to-Face** |
|  | Discussions comparing learning theories, Lectures | 2 hours of class time. |

**Table #2 - To be completed**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Objective(s)** | **Unit Outcome(s)** | **Final Assessment**  | **Learning Activities** | **Resources Needed** | **Integration between In-Class & Online Components** |
| *To demonstrate they have achieved this objective…* | *Students will…* | *Students will ultimately…* | *After experiences with…* | *That are accomplished using…* | *Online and in-class activities will be connected through…* |
|  |  | **Online** | **Online** | **Online** |  |
|  |  |  |
| **Face-to-Face** | **Face-to-Face** | **Face-to-Face** |
|  |  |  |