



Blended and Online Learning

EDU 808 – Fall 2021 (22416815)

Course Overview

EDU 808 provides DET students with the opportunity to study issues relative to the use of new learning technologies in the classroom, learning theories that support the applied use of technologies, and a scaffolded process for designing blended and online instruction. The course instructor, Dr. Troy Hicks, can be reached at <troy.hicks@cmich.edu> and is available for office hours through <hickstro.youcanbook.me>.

Objectives:

After participating in EDU 808, learners will demonstrate the ability to:

- evaluate a component of online or blended learning environments using quantitative and/or qualitative methodologies;
- evaluate, select and manage technology-based assessment tools;
- analyze how accessibility of technology-based resources affects planning for instruction;
- analyze and evaluate exemplary models of online and blended course design using case studies and actual courses;
- evaluate how online students differ in their approaches to learning and the barriers that impede learning and adapt instruction to meet the diverse needs of students, including those with disabilities and exceptionalities;
- apply instructional design theory and research, universal design, usability concepts, and analyze learning styles in the development of online and blended learning activities; and
- integrate multimedia, learning objects, social networking concepts, and synchronous technologies in the design of user-friendly course content and activities.

Book:

- Cope, B., & Kalantzis, M. (Eds.). (2017). *e-Learning Ecologies: Principles for New Learning and Assessment*. Routledge. (ISBN 978-1-138-19372-7)
 - [Companion website](#) with case studies
 - Also available as an [e-book through CMU's Library](#)

Additional Reading:

- Other reading, viewing, and listening materials such as course reserves, current news articles, podcasts, or short instructional videos as shared each week and through assignment descriptions.



Overview of Schedule and Assignments

The following overview is provided for reference, and subject to change if needed.

Week	Readings / Topic	Seminar Session	EDU 808 Assignment	Due Date
Week 1 Aug 29–Sept 4	IIP Work	Monday, Aug. 30, 2021 @ 7:00 PM EST	--	--
Week 2 Sept 5-11	IIP Work	--	--	--
Week 3 Sept 12-18	IIP Work	--	1) Ideal ID Job Posting	Mon, Sept 20
Week 4 Sept 19-25	Instructional Design Chapter and Cope and Kalantzis, Chapter 1	Monday, Sept. 20, 2021 @ 7:00 PM EST	--	
Week 5 Sept 26–Oct 2	Course reserve articles/chapters	--	2) Review of Outside Course Using OSCQR	Mon, Oct 4 th
Week 6 Oct 3-9	Course reserve articles/chapters	--	3) Creation of Learning Object (with Screencast)	Mon, Oct 11 th
Week 7 Oct 10-16	Course reserve articles/chapters	Monday, Oct. 11, 2021 @ 7:00 PM EST	--	--
Week 8 Oct 17-23	IIP Work	--	--	--
Week 9 Oct 24-30	IIP Work	--	4) Instructional Design/ eLearning Case Study	Mon, Nov 1 st
Week 10 Oct 31—Nov 6	Course reserve articles/chapters	Monday, Nov. 1, 2021 @ 7:00 PM EST	5) Proposal for Course (Re)Design	Mon, Nov 8 th
Week 11 Nov 7-13	Course reserve articles/chapters	--	--	--
Week 12 Nov 14-20	Course reserve articles/chapters		6) Draft of Course (Re)Design (with Screencast)	Mon, Nov 22 nd
Week 13 Nov 21-27	Course reserve articles/chapters	Monday, Nov. 22, 2021 @ 7:00 PM EST	--	--
Week 14 Nov 28—Dec 4	IIP Work	--	--	--
Week 15 Dec 5-11	IIP Work	--	7) Final Course (Re)Design and Memo	Mon, Dec 6 th
Week 16 Dec 12-18	IIP Work	Monday, Dec. 13, 2021– IIP Presentations @ 7:00 PM	--	--



Course Assignments

More details on these assignments will be provided as the semester continues, yet the general overview below provides you with a sense of point values and due dates.

Class Participation (Six seminar sessions x 25 points each = 150 points)

Live participation in the seminar session will count as full credit, or you may view the recording and compose a brief summary. These summaries should be approximately 200-250 words and will be due by the Monday following the initial seminar session. Summaries should address the following:

- What are two or three ideas related to instructional design or e-learning that were discussed during the seminar session that resonate with you? Why are these important for your teaching and learning context? (100-150 words)
- What is one compelling question that you have about the instructional design or e-learning topics that were discussed? What drives you to ask this question? What possible solutions might you imagine? (100-150 words)

Individual Assignments

- | | | |
|--|------------------|------------|
| 1. "Ideal" ID Job Posting | Due Mon, Sept 20 | 100 Points |
| 2. Review of Outside Course Using OSCQR | Due Mon, Oct 4 | 100 Points |
| 3. Creation of Learning Object (with Screencast) | Due Mon, Oct 11 | 100 Points |

Collaborative Assignments

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|--|----------------|------------|
| 4. Instructional Design/eLearning Case Study | Due Mon, Nov 1 | 200 Points |
|--|----------------|------------|

Individual Course (Re)Design Project

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|---|-----------------|------------|
| 5. Proposal for Course (Re)Design | Due Mon, Nov 8 | 50 Points |
| 6. Draft of Course (Re)Design (with Screencast) | Due Mon, Nov 22 | 100 Points |
| 7. Final Course (Re)Design and Memo | Due Mon, Dec 6 | 200 Points |

Course Assessment

While grades are an important part of any college experience, I firmly believe that they should not supersede inquiry, learning, and reflection. Additionally, when you are truly engaged in a learning process – one that respects creativity, flexibility, and persistence – our traditional methods of grading do not always measure these qualities of graduate students and their work.

Still, we live in a world of grades, and something must be recorded at the end of the semester. I try to be as transparent and accommodating as I can in my grading policies, and here is what I have landed on over years of trial and error.



Deadlines

- Assignments will be due on 11:59 AM (noon) EST of the due date (most often the Monday after the week it is assigned).
- Submit all work through Bb (for timestamp verification and assessment purposes).
- Please create an appropriate link from other online sites you are creating/maintaining such as a blog or digital portfolio, or from an Office 365 or Google document.

Pass/Fail Assignments

- If they are turned in on time and are of sufficient length and quality, they will earn full credit.
- If they are turned in on time and are not of sufficient length and quality, they can be revised based on instructor feedback.

Graded Assignments (via Rubric)

- If they are turned in on time, they can be revised and resubmitted if you are unsatisfied with your grade.
- If they are not turned in on time, they will be assessed, but they cannot be revised.

Late Work

- In the case that you need an extension, please contact me before 8:00 AM EST on the day that the assignment is due, and I will work with you to determine a suitable deadline.
- Typically, late work of any kind must be completed within one week of the original deadline.
- Submissions for all work will need to be completed by 11:59 AM (noon) EST on Monday, December 20th, 2021, at which point final grades will be posted.

Grading Scale

Final Point Total / Final Letter Grade

- | | | | |
|------------------|------------------|------------------|--------------------|
| • 960 – 1000 / A | • 840 – 879 / B | • 730 - 759 / C | • 630 - 659 / D |
| • 920 – 959 / A- | • 800 – 839 / B- | • 700 - 729 / C- | • 600 - 629 / D- |
| • 880 – 919 / B+ | • 760 - 799 / C+ | • 660 - 699 / D+ | • 599 or below / E |

Feedback

- I will strive provide feedback on your assignment submissions within one week of the final submission deadline. If I require more time, I will alert you with the updated timeline.



Additional Policies and CMU Resources

Synchronous Meetings/Attendance

EDU 808 and 853 requires **six** synchronous meetings, via Zoom from 7:00 to 9:00 PM EST on Mondays. If you are unable to attend, recordings will be made available and you can write a brief reflection on the session. Attendance at (or reflection upon the recording of) each session will be counted for credit in 808.

- 8/30/21 – Monday from 7:00 to 9:00 PM
- 9/20/21 – Monday from 7:00 to 9:00 PM
- 10/11/21 – Monday from 7:00 to 9:00 PM
- 11/1/21 – Monday from 7:00 to 9:00 PM
- 11/22/21 – Monday from 7:00 to 9:00 PM
- 12/13/21 – Monday from 7:00 to 9:00 PM

Academic Integrity

- CMU's policy on Academic Integrity can be found [here](#).

Code of Student Rights, Responsibilities and Disciplinary Procedures

- CMU's Code of Student Rights, Responsibilities and Disciplinary Procedures can be found [here](#).

Library Research and Instruction Services

- CMU's Library Services can be accessed via VPN, and information can be found [here](#).

Writing Center

- CMU's Writing Center is available through [online access](#).

Student Disability Services

- CMU's Office of Student Disability Services can be found [here](#).

Office of Civil Rights and Institutional Equity

- CMU's Office of Civil Rights and Institutional Equity can be found [here](#).

Veterans' Resource Center

- CMU's Veterans' Resource Center can be found [here](#).

Office of Native American Programs

- CMU's Office of Native American Programs can be found [here](#).

CMU Cares

- The CMU Cares program serves the CMU community with a focus on engaging in proactive and collaborative approaches to identify, assess, and support students, faculty, and staff. More information is available [here](#).

