**Topics in Blended (Hybrid Learning)**

**Spring 2014**

**Professional Development for Faculty**

**Sponsored by the CHEO Grant Project & Virtual Campus**

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From, ***“What am I going to say for the next 50 minutes?”*** to ***“What are the students going to do for the next 50 minutes?”*** — This is what Ritchie Boyd, Academic Technology Specialist at Montana State University, says is the required change in instructor mindset where Technology Enabled Active Learning (TEAL) is involved.

In this class, we will examine the pedagogical and theoretical implications of technology enhanced teaching and learning with the following intentions: 1) To understand the assumptions, arguments and ideas related to blended learning; 2) to think through what these theories may mean for faculty directly affected by this shift in teaching approach; and 3) to provide a comfortable environment in which to put some of these theories to the test in a meaningful, hands-on way.

**Required Readings:** All reading material will be provided through our course shell.

**General Course Objectives & Expectations**

**Blended (Hybrid) Professional Development vs. Independent Study and Traditional**

Because this class is a professional development course designed as a model for blended learning, it has its own unique objectives. When you successfully complete the course, you will earn a professional development certificate, but we are not authorized to provide you with graduate credit. Therefore, what you get out of the course will depend on what you are willing to put in. It is meant to model the learning experience of a blended course format. The workload will be face-paced. In order to really “get” what it is like to be a student in a blended course environment, it is imperative that you keep an eye on the course schedule and submit work on time, just as you would require your own students to do. I close assignment Dropboxes approximately one hour after the assignment deadline (don’t panic—they’re fun and not very time consuming; they are meant, again, as models to what you might do with your own students). This helps keep the class moving along at a proper pace so that we can cover all of the material planned. Secondly, you must be prepared to participate in the online discussion forums each week. Students who register for online or hybrid courses sometimes make the mistake of thinking of them as independent studies where they can just read the course materials and submit the assignments for evaluation. Therefore, in this course model, I will stress the point that this is an interactive course designed to promote the most learning possible.

**Classroom Civility:** The written word is sometimes tricky. Please be cautious about the potential tone of your words when responding to colleagues. Without the benefit of facial expressions, your written response can sometimes carry a tone you didn’t intend. I’ll expect you to treat one another with respect. We do not always have to agree with one another, but we must all work to preserve the rights of one another’s beliefs.

Here is what our PCC Code of Civility has to say about this topic: Recognizing that a positive and safe environment is essential for learning and that the mission of the College is to foster higher learning, student success, and service to our communities, Pueblo Community College adopts the following Code of Civility:

All members of Pueblo Community College – administrators, staff, and students – will:

• Treat others as they wish to be treated

• Respect the work and property of others

• Promote the free expression of views without degrading or harming others

• Value differing points of view

• Engage in courteous discourse – verbal and non-verbal, electronic, written, and oral

• Exhibit the values of academic and professional integrity: honesty, trust, fairness, respect, and responsibility

• Demonstrate the courage to challenge others to abide by the tenets of civility

**Activities**

1. **Active Reading.** Reading assignments and short exercises will be given throughout the four weeks. Please read and be fully prepared to discuss these readings. Participation is essential—we will all miss out on the blended experience if participants do not take the course seriously. That being said, I fully respect the fact that you are also actively teaching, so they will be relatively light in nature.
2. **In-class Activities & Discussions.** I will spend the majority of our face-to-face time offering active and collaborative opportunities for you to try out some of these theories and tools.
3. **Online Discussions.** There are a few out-of-class discussion board topics to participate in. They sometimes deal with that week’s reading assignments and sometimes cover other ideas that may connect to the general theme of blended/technology enhanced learning.
4. **NO Formal Essays.** We’re not going to produce any major writing assignments.
5. **Presentation.** In a more traditional classroom, there is almost always a communication component. Can students adequately present their ideas to an audience? The truly exciting thing about the online forum is the available possibilities for this kind of a presentation. At the end of the course, I will ask you to present your ideas to the class in a digital way. I will offer a great deal of guidance on the possibilities as we move closer to the end of the semester.

**\*If this were a student syllabus, there would be another page of topics covering institutional policies & resources including a statement about disability accommodations. For our purposes here, I’ve removed these statements, but if you are in need of any accommodations, please let me know and I’ll be happy to modify material to meet your individual needs.**