

COL's Blended Learning Design Template

Programme:

Course title:

Course facilitator:

Course description: {Write a brief description of the course in about 200 words.}

Learning objectives: The learners in this course are expected to be able to:

{Using action verbs, provide a bulleted list of what the students will be able to do after going through this course.}

Course structure:

Course Structure by Unit	Learning Outcomes	Assessments: F2F/Moodle-enabled	Learning Activities: F2F/Moodle-enabled	Learning Content: F2F/Moodle-enabled		Facilitating Online
				Self-created/ Web Resources	Supportive OER with TASL Attribution	
Unit 1	LO 1 LO 2 LO 3 LO 4	FA 1 (LO 1) FA 2 (LO 1) SA 1 (LO 1 & 2) FA 3 LO 3 FA 4 LO 4 SA 2 (LO 3 & 4)				
Unit 2						
Unit 3						
Unit 4						
Unit 5						

Notes:

1. Learning outcomes: Statements that specify what learners will be able to do as a result of learning
2. Assessments: Formative assessment (FA), Summative Assessment (SA), Peer Assessment or Self-assessment and Tools (MCQ, essay-type questions, project work, etc.)
3. Learning activities: active learning, collaborative learning, constructive learning, social learning
4. Learning content: Print – textbooks, downloadable PDF/PPT/Word documents; Multimedia – lecture videos, animations, images, YouTube/Vimeo/Khan Academy videos, OER, etc.
5. Facilitating online:

- a) Create a course introductory video (about this course, learning outcomes, course outline, learning activities and assessments, grading policy, expected participation) and a unit introductory video, if required.
- b) Share course handout/session plan/academic plan.
- c) Send introductory email to students one week prior to course start date with pre-course preparatory activities.
- d) Share your contact details and times, channels of communication and turnaround times for grading assignments and responding to students' queries.
- e) Provide contact details of technical support staff for troubleshooting login issues.
- f) Create FAQ on how to access and navigate the course site and learning resources, and how to submit learning activities and assessments.
- g) Send weekly email communication to students to wrap up a unit/topic and introduce the next unit/topic.
- h) Engage learners in interaction with peers and faculty, either synchronous or asynchronous.
- i) Provide learning support through discussion forums. Create forums for:
 - introductions
 - course announcements (to establish online course presence)
 - posting general queries and seeking learning support (encourage students to provide peer support)
 - posting learning reflections (encourage students to rate their peers' reflections)
- j) Engage learners in self-reflection, knowledge sharing and co-creation, recognising learners' contributions with badges.
- k) Track student progress — course participation, completion of activities and assessments — and alert non-participants.
- l) Create rubrics for maintaining transparency in grading.
- m) Provide timely and constructive feedback/feed-forward to improve learning.
- n) Seek students' feedback on course and self.