

# BLEND-Ed

## Empowering Your Teaching

## CREATING MEANINGFUL INQUIRY USING BLENDED LEARNING DESIGN

Choosing when and how to use blended requires a deep understanding of curriculum design: knowing what activities are done best in person, in groups, or out of class. An ideal blend involves activities that require students to interact with the **content**, the **teacher** and **each other** as they "inquire" about a topic, an issue, or complete a task as a community of learners.

### Why use the Community of Inquiry for Blended Learning?



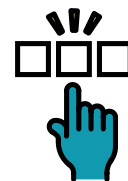
Empowered students become autonomous and assume responsibility for their own learning.



Increases meaningful satisfaction.



Brings learners closer together and ensures responsibility for learning by collaboratively solving a "puzzle" or creating a product.



Gives students choice of when to meet (but not whether to do it).

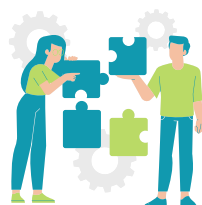


Turns engagement into empowerment!

### KEYS to SUCCESSFUL ENGAGEMENT using the COI

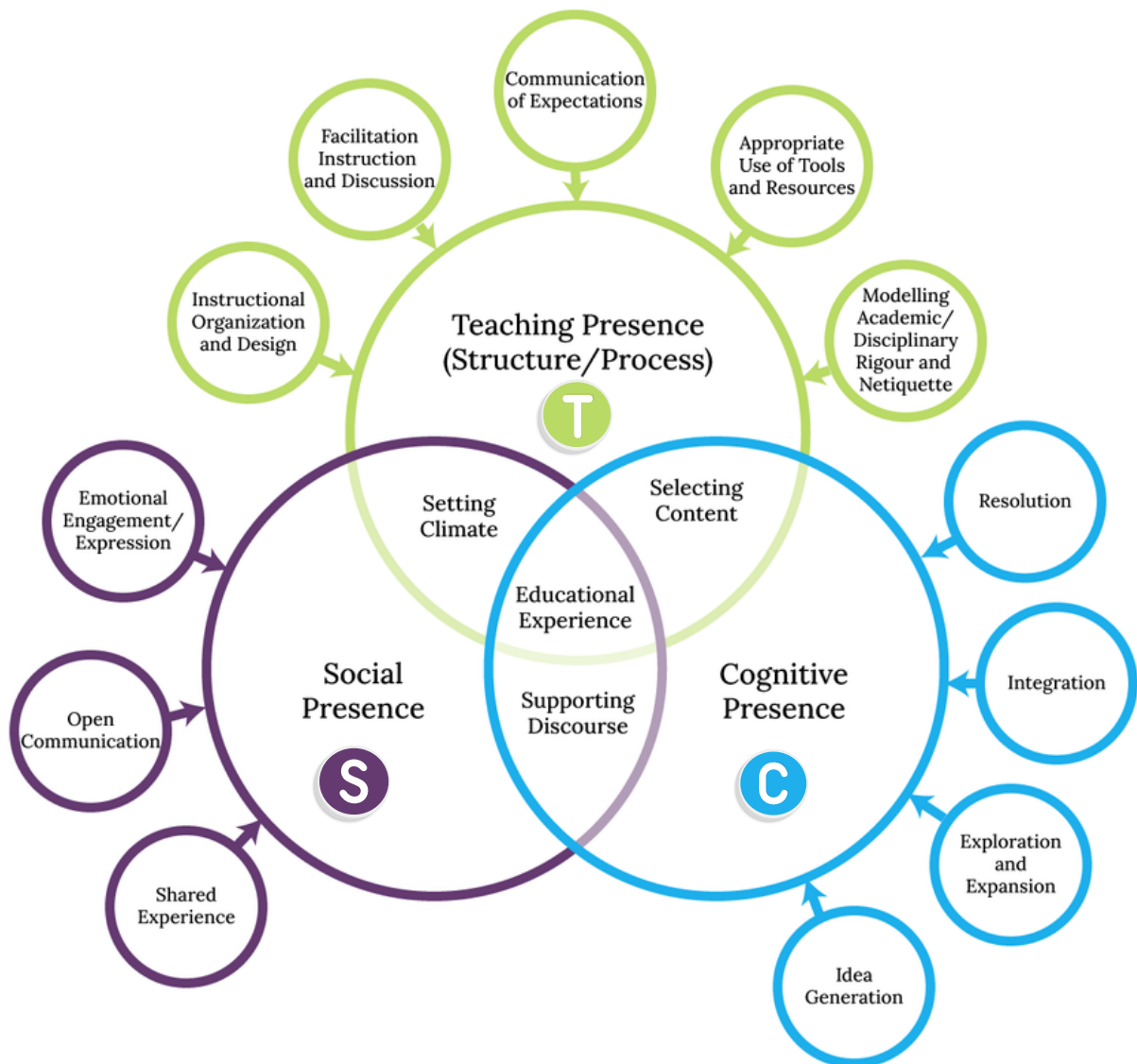


Collaborative learning done synchronously or asynchronously solidifies student understanding.



Students work towards end task inquiry, meaningful task, solving a problem or creating a product.

# BUILDING ENGAGEMENT USING THE COMMUNITY OF INQUIRY (COI)



## The 3 Presences

- S** Social presence is the ability of learners to project their personal characteristics into the community of inquiry, thereby presenting themselves as 'real people' (Rourke et al., 2001).
- C** Cognitive presence is the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication (Garrison et al., 2001)
- T** Teaching presence is defined as the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educational worthwhile learning outcomes (Garrison et al., 2001).

See the next pages for examples of how your colleagues are using the COI in their BL courses!



# EXPAND YOUR KNOWLEDGE ON THE COMMUNITY OF INQUIRY



## **[A Research-Community on the Community of Inquiry](#)**

An international online community dedicated to the sharing of research using the COI.



## **[Athabasca University: The Community of Inquiry](#)**

On this website, you'll find information on all things COI-related!



## **[E-Learning in the 21st Century: A Community of Inquiry Framework for Research and Practice](#)**

Garrison's latest book!



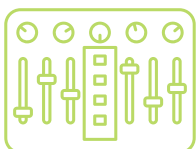
## **[Reflective Teaching in a Digital Age](#)**

A talk with Dr. Randy Garrison on the history of the CoI framework, its role in the thoughtful design of online/in person education, and practical ways of helping students learn through active participation and shared meaning making



## **[Publications on the COI](#)**

A repository of approximately 160 publications (57 full-text resources available) from 69 sources, representing the work of 326 authors



## **[Champlain College Omnivox Communities](#)**

Check out our page to see how the COI is being used in Blended Learning at Champlain.

# Ex. PSYCHOLOGY










	Timeline	Type of Teaching Used	Step	Learning Environment	Time Expected
T	Class 1	Synchronous	Step 1: Meet the instructor + introduction to course outline	Classroom	1.5 hr.
	Between class 1 & 2	Asynchronous – Learning activity	Step 2: Meet other students, share your expectations for the course, & read outline	Flipgrid & Moodle	0.5 hr.
T	Class 2	Synchronous	Step 3: Get to know other students in the course, introduction to Moodle, discussion on studying and learning strategies	Classroom	1.5 hrs.
	Between class 2 & 3	Asynchronous – Learning activity	Step 4: Define Psychology	LaunchPad and Padlet	1.25 hr.
S	Class 3	Synchronous	Step 5: Meet more people and learn about Psychology and its origin + Explore critical thinking	Classroom + Flipgrid	1.5 hr.
C	Between class 3 & 4	Asynchronous – Learning activity	Step 6: Form learning team + review concepts	Edpuzzle	0.5 hr.
S	Class 4	Synchronous	Step 7: Evolution of psychology, current topics, and possible careers. Meet your learning team.	Classroom + LaunchPad	1.5 hr.
C	Between class 4 & 5	Asynchronous – Learning activity	Step 8: Reflection on current topics + timeline activity	Canva + Moodle	1.25 hr.
T	Class 5	Synchronous	Step 9: Return on timeline activity + introduction to glossary	Classroom + Moodle	1.5 hr.
C	Between class 5 & 6	Asynchronous – Learning activity	Step 10: Complete the glossary activity	Moodle	0.5 hr.

# Ex. MARKETING

**Begins Week 8, Ends Week 12, 24 hours – October 12 to November 13, 2020**



	Complete by	Instructional Strategies, Activities, Assessments done Synchronously, Asynchronously or Collab Asynch.
C	Class 15 (Week 8) – 2Hrs	Read, review, and take notes on your <i>Segmentation Variable</i> assigned from Chapter 8. <b>Asynchronous (A)</b>
C S T	Class 16 (Week 8) – 2Hrs	Jigsaw Activity; a collaborative and peer on peer learning activity. <b>Synchronous (S)</b>
C	Class 17 (Week 9) – 3Hrs	Complete and submit a journal based on knowledge acquired during jigsaw activity. Read Case Study 3 & answer four (4) questions. <b>Asynchronous (A)</b>
T	Class 18 (Week 9) – 2Hrs	Lecture & review with teacher on Segmentation. Class discussion on the Case Study 3. <b>Synchronous (S)</b>
C	Class 19 (Week 10) – 3Hrs	Complete a quiz and review and take notes of the PowerPoints on Market Targeting and Positioning. Upload your notes on to the online discussion board. <b>Asynchronous (A)</b>
T S C	Class 20 (Week 10) – 2Hrs	Lecture & review with teacher on Market Targeting and Positioning. Class discussion will occur with a small online group activity. Outline of Customer-Driven Market Strategy Assessment with Grading Grid. <b>Synchronous (S)</b>
S C	Class 21 (Week 11) – 3Hrs	Work on the Customer-Driven Market Strategy Assessment with your group members. <b>Collaborative Asynchronous (CA)</b>
T S	Class 22 (Week 11) – 2Hrs	Feedback session with the teacher and your group; 10 minutes per group. Question and Answers period for class overall. <b>Synchronous (S)</b>
C S	Class 23 (Week 12) – 3Hrs	Work on Report & Oral Presentation with your group members. Assemble presentation and report based on the teacher's guidelines. <b>Collaborative Asynchronous (CA)</b>
T C S	Class 24 (Week 12) – 2Hrs	Present your findings on November 13, 2020 with a short 5-10-minute presentation. Report submitted on Moodle on November 13, 2020. <b>Synchronous (S)</b>

Segment of Time Page #s	Format	Learning Activity
Oct 16 – 21		<b>Asyn:</b> Read the pages assigned. Prepare your response to the topic assigned to your learning team.
81 - 170		<b>AsynCLT:</b> Decide when & how you will share ideas among your learning team Meet & Plan how the team will present their ideas to the entire class.
Oct 19		Scheduled class time that can be used for your team meeting.
Oct 22		<b>F2F: (Syn)</b> Full class discussion on <i>The Glass Castle</i> with all learning teams contributing. Third set of issues and/or questions will be distributed <b>Send a summary of your team's discussion notes to Dianne.</b>
Oct 23 – 28		<b>Asyn:</b> Read the pages assigned. Prepare your response to the topic assigned to your learning team.
171 - 241		<b>AsynCLT:</b> Decide when & how you will share your ideas with your learning team Meet & Plan how you will present your responses to the entire class. <b>Send a summary of your team's notes to Dianne.</b>
Oct 26		Scheduled class time that can be used for your team meeting
Oct 29		<b>F2F: (Syn)</b> Full class discussion on <i>The Glass Castle</i> with all learning teams contributing. <b>Each learning team will be assigned a topic from which they will form a thesis statement and a proposed essay plan to share with the class.</b>
Oct 30 - Nov 4		<b>Asyn:</b> Read the pages assigned. Prepare your response to the topic assigned to your learning team.
242-288		<b>AsynCLT:</b> Decide when & how you will share your ideas with your learning team Meet & Plan how you will present your ideas to the entire class.
Nov 2		Scheduled class time that can be used for your team meeting
Nov 5		<b>F2F: (Syn)</b> Full class discussion on <i>The Glass Castle</i> with all learning teams contributing. Each learning team will present their topic, thesis statement and a proposed essay plan.

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## WEEKLY PLAN

Date	Format	Learning Activity	28
WEEK 4		<p><b>LECTURE:</b> Teacher presents the learning activity (context, objectives, applications and final production).</p> <p><i>CONTEXT: Seemingly harmless elements of mainstream culture and entertainment are not harmless → they affect/transform the audience in significant ways → by promoting/condemning specific behaviors, values and world views → that may give an advantage to specific social groups</i></p> <p><i>GOAL: Develop a critical regarding mainstream narratives</i></p> <p><i>APPLICATION: Superhero narratives</i></p> <p><i>FINAL PRODUCTION: Essay on Superman: Earth One.</i></p>	30min
		<b>TOGETHER:</b> Identify basic characteristics/elements of superhero narratives and examine their possible implications.	1Hr
		<p><b>LECTURE:</b> Teacher presents the topic of examination (based on the characteristics/elements found together).</p> <p><i>TOPIC: social integration of a distinct individual into an existing community</i></p>	30min
		<b>INDIVIDUALLY:</b> Watch three scenes from two superhero movies.	30min
		<b>INDIVIDUALLY:</b> Read the first volume of <i>Superman: Earth One</i> .	2Hrs
		<b>TOGETHER:</b> Examine, in the Moodle forum, the mode of social integration promoted by superhero stories.	1Hr
		<b>INDIVIDUALLY:</b> Fill up and submit the <b>worksheet</b> (doc file) as you identify the most interesting discoveries on the forum.	1Hr

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