

Blended Learning Conversion Guide

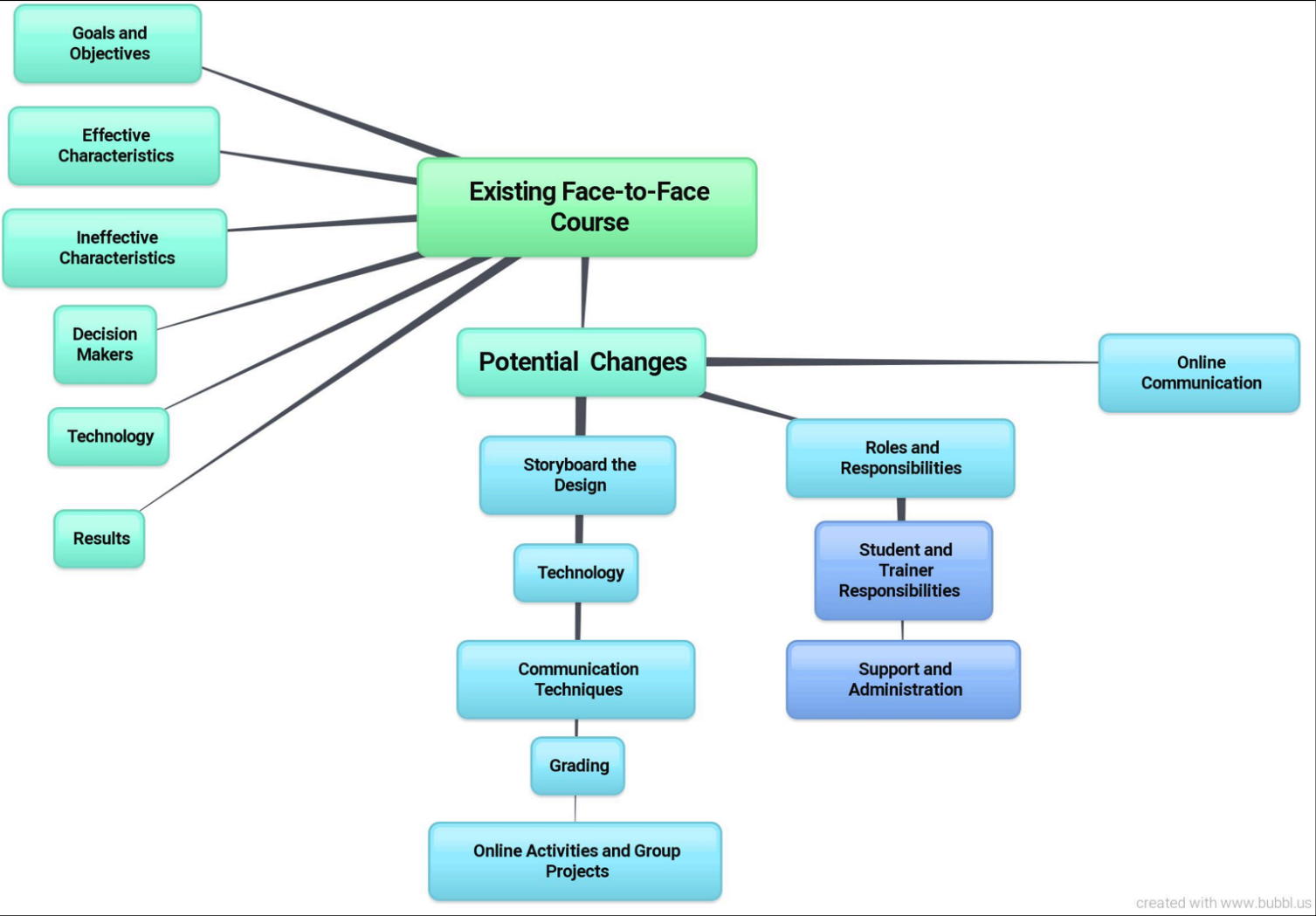
Use this guide as a starting point for reviewing your existing course design and content before making decisions about your blended solution. You still need to follow sound design practices such as using a design model like ADDIE (Simonson, Smaldino, & Zvacek, 2015). Remember, your existing course will change and the solution you produce can be very different from what you are using today.

Know Your Audience	
Topic	Tip
Who are the participants <i>and</i> invested departments? What are their characteristics and attributes (Simonson, Smaldino, & Zvacek, 2015)?	Know your course participants. Will they change after you move to a blended solution? What are their characteristics and attributes (Simonson, Smaldino, & Zvacek, 2015)? For example, do they have access to the technology required to offer a blended solution? Are they familiar with online learning? Understanding your learners affects the course content and delivery (Simonson, Smaldino, & Zvacek, 2015).
Who are the decision makers and stakeholders?	Know the decision makers, their roles and motivation when considering this change (Beach, 2013). Understand what stakeholder opinions are of the current program. This can help you to determine how to promote and offer the changes and improvements to the existing program (Beach, 2013).
Know Your Technology	
What are the specifics of the current infrastructure?	You need to know about your current system and its capabilities. Is the current system (LMS) capable of handling potential changes (Simonson, Smaldino, & Zvacek, 2015)? Costs, cognitive load, testing and rollout are just a few of the ways that technology changes can affect the course and learning (Simonson, Smaldino, & Zvacek, 2015).

<p>Will potential changes to technology be approved by IT and other stakeholders (Beach, 2013)?</p>	<p>Know company policy regarding technology use and learn the procedures for requesting and making potential changes to company tech (Simonson, Smaldino, & Zvacek, 2015).</p>
<p>How will users access online content?</p>	<p>Learners and trainers must be able to access online information and know <i>how</i> to access it (Simonson, Smaldino, & Zvacek, 2015). This requires training, administration. Also, confirm that your LMS can accommodate what you are trying to achieve.</p>
<p>Know the Roles and Responsibilities</p>	
<p>How do the students respond and interact differently in an online environment (Simonson, Smaldino, & Zvacek, 2015)?</p>	<p>Clear instructions regarding roles and responsibilities must be provided to the students. They must know when and how to interact (Simonson, Smaldino, & Zvacek, 2015). This includes their roles in class participation, assignments, questions for the instructor and online discussions (Simonson, Smaldino, & Zvacek, 2015).</p>
<p>Trainer's role in administering lessons: Consider communication techniques and how to respond to lesson questions in an online environment (Simonson, Smaldino, & Zvacek, 2015).</p>	<p>The trainers and students must also know the responsibilities of the trainer (Simonson, Smaldino, & Zvacek, 2015). Is this person responsible for fielding technical issues? When and how should they be contacted? Why should they be contacted? These are just a few of the questions you should consider regarding roles and responsibilities.</p>
<p>Technology: Define responsibilities for technology use and maintenance (Simonson, Smaldino, & Zvacek, 2015).</p>	<p>This topic affects the administration, delivery and use of technology tools incorporated into the course (Simonson, Smaldino, & Zvacek, 2015). Responsibilities must be defined for all parties involved with the use and maintenance of technology (Simonson, Smaldino, & Zvacek, 2015). Students need to know who to contact when there are issues (Simonson, Smaldino, & Zvacek, 2015). Trainers need to know their roles in the use of the technology (Simonson, Smaldino, & Zvacek, 2015).</p>

Know How to Communicate	
Communication Considerations: How will communication occur between students and trainers (Simonson, Smaldino, & Zvacek, 2015)	Consider how face-to-face and online communications occur. What needs to be done to ensure this happens seamlessly in the online environment? Technology training, system requirements, clear expectations and learning objectives can help (Simonson, Smaldino, & Zvacek, 2015).
What will be Communicated?	
Grading-How will it change? Consider grade delivery, activity grading and how these integrate into the overall grade for the new program design.	Does your LMS offer grading solutions? Relate this to online communication. There must be a system in place that students and trainers know how to access for this information (Simonson, Smaldino, & Zvacek, 2015).
Student Centered Activities and online communication. (Tucker, 2013)	There are numerous online activities that can encourage discussion and collaboration (Simonson, Smaldino, & Zvacek, 2015). It is important to make sure that activities align with learning objectives and goals (Tucker, 2013).
Group Projects: Integration of online activities to enhance group projects (Tucker, 2013)	Online group projects are effective means to encourage student collaboration and discussion (Tucker, 2013). Consider how to integrate face-to-face and online settings into a project to create interaction.
Lagniappe (Something Extra)	
Storyboard your ideas (Laureate, Inc, n.d.).	Storyboard the course design to help clarify and define the content and its delivery (Laureate, Inc, n.d.).

Blended Learning Conversion Mind Map



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