OVERVIEW

Instructional designers and course developers are facing new design challenges amid increased demand for high-quality blended courses and programs. When executed properly, blended courses provide a high level of engagement from learners and establish measurable learning outcomes with the means for achieving them. How are you ensuring that the blended courses you are designing combine the best components of both online and face-to-face classes?

Join us online as we discuss blended course design principles and how they align with instructional strategies. You will learn how to:

- Use instructional design strategies for online courses
- Organize content into instructional modules
- Align course objectives, activities, and assessment

WHO SHOULD ATTEND

While incorporating both online and face-to-face interactions, blended courses differ from classroom and online courses. Even when a blended program is based upon an existing course, it is uniquely different and requires a unique design. Instructional designers, faculty, and faculty developers who are at the beginning or intermediate stages of blended course development will benefit from this program. You will leave with key steps to using sound instructional design strategies to design, organize, and assess your courses.
LEARNING OUTCOME

After participating in this online training, you will be able to use effective instructional design strategies to develop your blended courses.

AGENDA

MONDAY, APRIL 28, 2014
1:00 - 2:30 p.m. EDT

► Using principles of successful blended course redesign
  → Designing for adult learners
  → Best practices in action
► Mapping your course
  → Backwards design
  → Four basic redesign steps
  → Objectives are the drivers
  → ATA alignments
► Designing blended course modules
  → Conversion strategies
  → Objectives and learning taxonomies
  → Addressing the challenges
► Using course review rubrics to assess design quality
  → Alignment
  → Interactivity
  → Instructional support strategies
DENISE LOWE / Instructional Design Team Lead, Center for Distributed Learning
University of Central Florida

Denise became interested in the field of instructional design as an outgrowth of her online experiences—both as an educator and a student. Her desire to create varied learning environments that foster student/faculty growth and learning led her to UCF. She is now one of the instructional design team leads.

Prior to coming to UCF from North Carolina, Denise maintained a private counseling agency after working for years as a counselor/supervisor in government and public agencies. This work included business consultations, seminar development, educational materials development, and teaching both traditional and online courses at two universities.