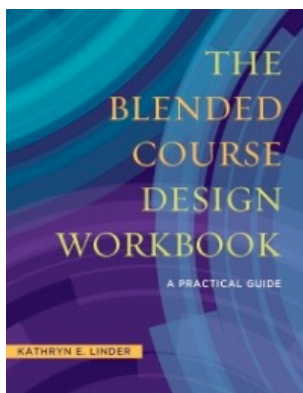




The Blended Course Design Workbook: A Practical Guide

Linder, Kathryn E.
Stylus Publishing, Llc., 2017

Book Review

Tags: active learning | course design | hybrid classrooms

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For the faculty member transitioning a course from face-to-face (F2F) to an online or blended learning environment, Kathryn Linder's workbook is a wonderful resource. After opening with a couple chapters reviewing the key components of backward course design, developing appropriate course learning objectives, and assessment, the remaining chapters provide a step-by-step guide for an instructor to convert a course from a physical to a virtual teaching space. The chapters cover a variety of topics including effective learning activities, assessment methods, creating a social presence, using and creating multimedia, and social media engagement.

Each chapter contains a short introduction to the pedagogical theory behind the topic (What Do We Know About...) followed by a series of guiding questions, worksheets, and templates for incorporating the theory into course development (A Step-by-Step Guide to...). After a summary of the key ideas, there are questions for faculty and administrators, followed by a graphic that illustrates course design steps and additions. Online resources are often noted for additional planning. An instructor or administrator is provided with all the tools and resources necessary for working through the process in a hands-on, orderly fashion.

The book's main strength is its highly practical nature, highlighted by the ready-to-use worksheets, templates, and checklists for every step in the process. Not only does it explain the desired resources, it usually gives real-life examples of how the tool was used in a blended classroom effectively.

Another strength of this book is Linder's ability to translate and explain technological tasks reasonably for the technophobe. Without talking down, she methodically explains technical

components in understandable and achievable action steps for readers. Equally important, she recognizes that schools use different types of technology (for example, Learning Management System), and identifies the major software, programs, and platforms available, accounting for this variety in her instructions.

There is little to offer by way of criticism of the book. More than adequate appendices and glossaries complete an already copious amount of resources. The solid reference section supports the extensive research, clearly supporting the material.

Given the practical nature of this workbook and its many ready-to-copy worksheets, it is strongly recommended for faculty members transitioning a classroom course to a blended or online delivery format. Likewise, academic deans leading a group of faculty through a similar transition process will find this a one-stop resource, especially if they are able to partner with an educational technologist.

https://www.wabashcenter.wabash.edu/resources/book_reviews/the-blended-course-design-workbook-a-practical-guide/