# Blended Learning Conversion Checklist

## Pre-Implementation (Designer):

☐ Choose a course management system (CMS) that supports your educational methodology and learning objectives as well as the infrastructure of the organization.

☐ Make sure your trainers have proper training for the implementation. This includes complete familiarity with tools inherent to the chosen CMS and the facilitation and leadership skills required for online discussion.

☐ Create a platform of technical support for both the facilitators and the learners. Do not let the technology interfere with the learning goals and activities.

☐ Prioritize the instructional strategies between the classroom and online setting. The online environment is expanding the learning opportunities not replacing existing techniques.

☐ Test the functionality of all links and forms of multimedia utilized in the CMS prior to trainee enrollment. Utilize the trainers, peers, and superiors to test existing technologies.

☐ Organize all learner expectations and instructions far in advance; this includes the syllabus, schedule, rubrics, etc.; so that clarity is not an issue when the training begins.

## During Implementation (Trainers):

☐ The role of the trainer becomes one of facilitator, coach, and guide on the side; checks for keeping the trainer from the central focus is important.

☐ Reiterate the technical aspects of the training; emphasize the use of the technical support with the learners. Consistently remind them of their opportunities to utilize the help and model proper communication techniques.

☐ Make a presence in both the classroom and the online setting. Model expectations and demonstrate consistency in both platforms. Be consistent in both platforms with expectations and techniques; the blended learning environment is encourages collaboration amongst the learners.

☐ Remember your online discussion protocols:
   - Avoid becoming the center of all discussions; emphasize student-to-student interactions.
   - Keep discussion prompts relevant, collaborative, and engaging.
   - Provide timely feedback to student questions and discussions.
   - Model a good quantity and quality ratio in the discussion responses.

☐ Provide opportunities for learner feedback and be prepared to make adjustments. Flexibility within the course structure is not limited to time.