# An Approach to Designing and Evaluating Blended Courses

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Abstract

Recently, there has been an increased interest in producing electronic courses. However, literature shows that adopting E-learning does not guarantee improved learning. This is because mixing technology and content does not necessarily yield effective learning. This paper presents a systematic design process for developing blended courses. The instructional design process is based on Bloom Taxonomy, Redeker Taxonomy and Guerra scale. A mapping model is proposed and embedded in the design process to develop a blended course from the objectives and content of a traditional course. This paper also presents an evaluation process that measures the effectiveness of the selected designed blended course. This effectiveness is evaluated in terms of course content formats, interaction and collaboration. A case study is presented to demonstrate the proposed design approach on a System Analysis and Design blended course under development.

# 1. Introduction

The rapid growth in computer technology has produced innovative communication technologies.

# 2. Background

According to (Ally 2008), "the development of effective online learning material should be based on proven learning theories".

# 5. Conclusions

The lack of a clear systematic process to design blended courses led the authors to devise a design approach. An important aspect of this approach is that it blends with any e-learning development process.

# 6. References

Ally, M. (2008). Foundations of Educational Theory for Online Learning.
In T. Anderson (Ed.), Theory and Practice of Online Learning. Athabasca University, 2nd edition.