Abstract

This presentation will present the pedagogical and administrative lessons learned from an international blended learning program offering a master’s degree in education to a cohort of students in Brazil. Based on student surveys, course evaluations, and faculty and administrator interviews, the brief paper and associated conference presentation will summarize attitudes and expectations from the varied stakeholders and offer practical recommendations on the design and delivery of an effective international blended learning program.

Primary Objective & Learning Outcomes:

The primary objective of this brief paper session is to present a case study of a graduate education degree offered in a blended learning environment to a cohort of students in Brazil. Using the student surveys, course evaluations, and faculty and administrator interviews, the presenters will summarize the results, discuss the implications, and offer practical suggestions for developing a successful international blended learning program.

Description of Content & Format:

The presenter is involved in an international blended learning program offering a master’s degree in education to a cohort of students in Brazil. The program consists of intensive face-to-face sessions combined with extended online instruction, with the typical course beginning with one week of residential instruction and then the remainder of the course offered online. In fact, the week prior to the SITE 2006 Conference, the presenter will be teaching a capstone research class in Brazil. The presenter will draw from first-hand experience managing administrative logistics, teaching blended courses, and advised students in the Brazilian cohort and thus combine their personal experiences with empirical research in this case study presentation. In addition to student and faculty feedback concerning the experience via personal interviews and course evaluations, students completed multiple instruments including measures of computer mediated interaction, critical thinking, perceived learning, and student satisfaction. The result is a multi-faceted look at the challenges of offering effective blended learning in a cross-cultural environment where the instructors live in the United States and the students live in Brazil. Given the potential for significant growth of international online and blended learning, this presentation should provide useful information for teachers and administrators considering blended learning as a means of extending education to communities outside of the United States.